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ABSTRACT

Designed for the teacher of the educable mentally handicapped, the guide presents a detailed outline of suggestions, activities, and teaching aids useful in the instruction of mentally handicapped children. The guide is the first of three volumes (primary, intermediate, and secondary) containing introductory and theoretical chapters plus detailed suggestions for the primary curricula, and an agencies and organizations listing. Such areas as health, safety, social experiences, language arts, numbers and science experiences, arts and crafts, and games are covered. Volume 2 is available as EC 031 266. (CD)

A Guide for Teachers of Educable Mentally Handicapped Children

VOLUME I-PRIMARY

Prepared by
Teachers of Mentally Handicapped Children,
School Administrators, and College Personnel
under the direction of
State Special Education Section
in cooperation with
Oklahoma Curriculum Improvement Commission

OKLAHOMA STATE DEPARTMENT OF EDUCATION
Scott Tuxhorn, Superintendent
1970

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A GUIDE

FOR TEACHERS OF

EDUCABLE MENTALLY HANDICAPPED

CHILDREN

VOLUME I

PRIMARY

Prepared by
Teachers of Mentally Handicapped Children,
School Administrators, and College Personnel
in 1960 and revised by
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in cooperation with
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OKLAHOMA STATE DEPARTMENT OF EDUCATION
Scott Tuxhorn, Superintendent
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FOREWORD

Educators are increasingly becoming aware that the earlier in a child's school life specialized training can be given for children with special needs, the greater the chance for success in the school experience for those children. There has been a concerted effort on the part of administrators, teachers, parents, and others to expand and improve special education facilities to care for all handicapped children who can profit from a public school education.

It is recognized that the educable mentally handicapped can become responsible, contributing members of our society. It is also recognized that the degree of social adequacy and the extend of economic independence achieved by these children will depend largely on the skill of the teacher and the quality of special instruction available.

This guide has been prepared to provide information, suggestions for new techniques and methods, and materials that will be useful to the teachers of special education at the primary level.

It is my hope the guide will be of value in providing the children in special education classes in Oklahoma with the most effective program to fit their special needs.

Scott Tuxhorn
State Superintendent of Public Instruction

ACKNOWLEDGMENTS

A number of agencies and individuals from all over Oklahoma made valuable contributions in the preparation of this Guide for Teachers of Educable Mentally Handicapped Children.

The first Oklahoma Guides for Teachers of Educable Mentally Handicapped Children were published in 1959 and 1960. These publications helped meet a great need in this area of special education. Much credit is due all those who participated in the production of these guides; however, since their names appear in the 1959 and 1960 guides, it appears unnecessary to reprint them in this guide.

The revision of this guide has been made by the members of the staff of the Special Education Section of the State Department of Education.

The guide is an outstanding contribution to the welfare of mentally handicapped children. It is excellent in organization and content. To all who participated in this production, I would like to express my appreciation.

MAURICE P. WALRAVEN, Administrator
State Special Education Section
State Department of Education

(This publication is made possible by funds from Title V, Section 503 of the Elementary and Secondary Education Act of 1965 through The Oklahoma State Department of Education.)

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CHAPTER I

INTRODUCTION

Purpose

The purpose of the *Guide for Teachers of Educable Mentally Handicapped Children* is to present a detailed outline of suggestions, activities, and teaching aids useful in the instruction of mentally handicapped children. The guide is organized in a form consistent at three levels: (1) primary, (2) intermediate, and (3) secondary. It is published in three volumes. Each volume contains introductory and theoretical chapters common to all three levels, plus detailed suggestions for either primary, intermediate, or secondary curricula.

The three volumes constitute an expanded revision of an earlier guide. The original material was considerably less detailed and was contained in a single volume. The first publication was made available to all Oklahoma teachers of exceptional children and workers in related areas. As a result of this trial period of use, the committee responsible for the present revision received many valuable suggestions and materials. Many of these suggested activities and teaching aids were incorporated into the present guide. The first guide was never intended to be a final product. It was felt that all teachers of mentally handicapped children should have the opportunity to participate in a production of this type. In spite of the greatly expanded contents of the present revision, these volumes remain tentative, and it is hoped that periodic revisions will be possible. Those who use these materials are urged to critically evaluate them in terms of new demands created by the state program for mentally handicapped children.

Use of the Guide

The various activities contained in each of these volumes should be of practical value since they represent the thinking of many teachers and are derived from actual classroom activities. It is hoped that the materials contained herein will be useful in providing for the total academic, social, and personal growth of children. Since the education of mentally handicapped children requires a highly individualized approach, many of the ideas found in this guide will require modification in order to be useful in a given situation. The guide is also developmental in nature, hence, there is an overlapping in concepts from one level to another. Many of the ideas introduced at one level are continuous and should be modified in relation to the child's mental, physical, and social development.

The function of the guide will be determined by some of the following factors:

1. Size and type of class.
2. Composition of the class.
3. Experience of the teacher.
4. Physical facilities.
5. Availability of materials.
6. School and community resources.

Classes will vary greatly relative to size, type, and composition. Curricula discussed at the primary, intermediate, and secondary levels are flexible. While grouping along similar lines, at least is desirable, schools vary greatly in their teaching practices. Naturally the greatest number of special classes for the mentally handicapped are to be found in the larger schools. Where a large number of classes exist in a given school system, more homogenous grouping is possible, and these classes are likely organized along the lines described above.

Smaller programs, on the other hand, most frequently provide for the handicapped in one or two classrooms. The size of the program and the number of classes are determined largely by the finances available, the availability of teachers, and the number of children in the community eligible for special classes.

The composition of the classes relative to socio-economic and educational experiences, sex differences, and interpersonal relationships within the group bears an important relationship to many of the activities covered by these volumes. Physical facilities and the availability of certain materials are major considerations in adopting certain procedures. Many of the ideas contained herein assume the availability of such factors a maximum space and working area, art and crafts materials, visual aids, and specific tools. In addition, the availability of such factors as certain school and community resources places limited value on certain ideas and suggestions. Finally, the type and extent of experience of the particular teacher is a major consideration. Many of the items included in the guide may be well known to teachers of long experience but are believed to be of importance to the newcomer in the field. In contrast, some suggestions assume a certain sophistication in a specific skill or developmental area that would be only applicable for the more experienced teacher.

This curriculum, then, serves best as a guide in providing mentally handicapped children with useful experiences and as a resource guide in planning for their total growth.

It is in no way suggested that teachers attempt to follow rigidly this or any other guide. No curriculum, no matter how detailed, should be superimposed upon a given class. A curriculum must be flexible in terms of interindividual variation if the needs of exceptional children are to be met.

Educational Provisions for the Mentally Handicapped

In the past our culture failed to recognize the rights of handicapped groups, a few special provisions were made for the mentally retarded. Special education for the mentally handicapped was not available. An increased knowledge of human behavior has prompted greater recognition of the common needs of all individuals for security and recognition and is responsible for appreciation of individual differences.

Our current philosophy of education reflects the idea that all children are entitled to education with opportunity to develop to the limits of their capacities. The mentally handicapped are no exception. The need for a

realistic educational program for these children has become more evident within the past 15-20 years. There is good evidence that exceptional children can become self-sustaining to a greater or lesser degree. Becoming a relatively self-sustaining member of society, however, is never a certainty, particularly in cases of intellectual subnormality. While good teachers in regular classrooms may, in certain instances, provide appropriate learning situations for these students, it is doubtful that the typical elementary or secondary class can be made flexible enough to provide adequately for the majority of exceptional children. Just as all fields of education have become more specialized, so has the education of exceptional children. It is fairly clear that learning of all kinds succeeds most efficiently when teachers with special training work with the mentally handicapped in special settings with special materials.

1. An approach to Mental Retardation

Literature in the field of special education reveals a variety of approaches to mental retardation. Educators, psychologists, physicians, and others have approached problems in this field in various ways, using many different classifications and terminologies. Anyone can easily become confused when terms are not clearly defined and explained. It is necessary that the use of certain terms be made clear at the outset in order that there be no confusion as to the groups of children to which reference is made.

2. The Educational Approach

The public schools share the responsibility of providing for the educable mentally handicapped. Adequately providing for these children, ivolves a number of administrative, teaching, and research functions. While the educator is interested in both prevention and therapy as they relate to subnormality, he must specifically concern himself with problems in learning. Like all disciplines, the educational approach requires the use of certain classifications in order that educational procedures may be carried out.

There are many different classifications of mentally handicapped children. They may be classified as to the kind or type of retardation or as the degree or extent of retardation. It is generally agreed that there is no valid reason for using harsh terms such as *idiot, moron,* and *imbecile* to describe the degree or extent of deficiency. There are at least three distinct educational classifications covering both *degree* and *kind* of defect, which get away from such useless designations. The three volumes of this guide employ the following classifications:

a. The Mentally Deficient

The mentally deficient include those who are often referred to as the "trainable." These children do not

become competent in academic skills and are therefore not considered educable. Until a few years ago these children were cared for in the homes of their parents or in institutions for the severely retarded and were not considered the responsibility of the public schools. Many of these children can, however, be trained to make certain contributions beneficial to themselves and their environment. Although few communities have yet made extensive provisions for their care, trainable children are now attending special classes in the public schools in Oklahoma.

b. The Mentally Handicapped

The mentally handicapped are frequently referred to as the "educable group." They are educable to the extent that they can acquire certain academic skills to a useful extent. Furthermore, it is possible for these children to become relatively self-supporting and in time achieve varying degrees of social and economic independence. Many of these children are to be found in the regular grades although it may not be possible for them to achieve academically and socially to the fullest when forced to compete with children of average and above average intelligence. It is for this reason that mentally handicapped children are being provided for through special class placement in elementary and secondary schools.

c. The Slow Learner

The slow learners are generally not placed in special education classes. Their degree of retardation is usually not so great that they cannot learn in regular classes, particularly where some attention is given to grouping. These children constitute about 15 per cent of the total national school population and characteristically have some difficulty competing with youngsters of greater intelligence. They are sometimes defined as those children falling within the *dull-normal* range of intelligence.

State Laws and Regulations

The following law and State Board of Education regulations pertaining to the education of the educable mentally handicapped children are taken from Bulletin L. E. No. 5, "A Program of Education for Exceptional Children in Oklahoma," Oklahoma State Department of Education.

Definition of Terms

"Special Teacher" is a qualified teacher who is employed to teach exceptional children.

Introduction

"Unit" may be defined as a specialized class for a full time teacher. This is not to mean that a child designated as "exceptional" may not participate in the daily activities of the school. "Half Unit" may be defined as a specialized class to which a teacher devotes half of her time to the teaching of exceptional pupils.

No school shall be reimbursed for teaching educable mentally handicapped children on less than a half unit basis. The following standards should be observed by school districts accepting reimbursement for teaching educable mentally handicapped children.

Establishment of Classes

The class or classes shall be established by action of the district board of education with the full approval of the superintendent. A minimum of ten (10) resident and transferred pupils is required.

In organizing a class in special education, it is necessary to file two separate forms with the Division of Special Education. The first form is a Declaration of Intent to teach a class in special education. This form indicates the type of class you plan to operate. It is sent out in duplicate by the Division of Special Education to schools before the close of the current term, and one copy should be completed and returned on or before July 1. The second form is an Application for Conditional Preapproval Plan to Teach a Class in Special Education. It is mailed in duplicate before the beginning of the school term to schools that have filed a Declaration of Intent to teach a class. It should be completed and one copy returned to the Division of Special Education not later than thirty days after class organization.

Eligibility of Pupils

The eligibility of children for this service should be determined by a qualified psychological examiner as prescribed by law.

Admission to Classes

An eligible child shall be admitted to classes for special help provided such classes are designed to meet his particular needs. Admission should never be made on the basis of relieving the regular classroom teacher of problem pupils. Children who because of mental defects are not educable shall not be eligible for admission to classes for educable mentally handicapped children.

Size of Class

No class should have fewer than eight (8) children or more than twenty (20) if reimbursement is expected. When a wide age range of children are enrolled, the number should be fewer than twenty (20).

Supervision

Cooperative, helpful supervision by the superintendent, building principal, and special supervisor is necessary for success in the program. The

attitude of the administrator and teachers will determine the disposition of the normal children toward the slow learning pupils. The special teacher should never be used as a substitute for teachers of regular classes. The same importance must be attached to this service as is given to regular teaching.

Case Records

Individual cumulative records must be kept for each pupil in the room.

Curriculum

The curriculum should provide educational experiences at the child's mental level. Special attention should be given to the use of concrete situations in attaining the basic purposes of education of all American children, namely, self-realization, human relationships, civic responsibility, and economic efficiency. At all times the curriculum must be adapted to the needs, interests, and welfare of the child.

Building, Room

The room must be adequate in size and properly located in keeping with other rooms in the building. In every way, this room should be as desirable and attractive as the rooms occupied by regular class children.

Equipment and Supplies

Proper and adequate supplies and equipment must be provided.

Transfers

Transfers of physically or mentally handicapped children shall be made in accordance with the general laws governing the transfer of pupils from one district to another, provided, however, that no such transfer shall be effective as a basis for a claim for reimbursement unless the written consent of the school board of education of the district in which the transfer is to be made is filed with the county superintendent prior to entry of order of transfer.

Census

It shall be the duty of all persons taking the census as provided by law to report the name, age, address, and the nature of the handicap of each physically or mentally handicapped child and the name and address of the parents, guardian, or the person in custody and control of said child.

Teacher's Certification

A teacher, to qualify as an instructor of exceptional children, must hold a valid Special Education Teacher's Certificate under the State Laws of Oklahoma. The special preparation shall be in the area in which the teacher will teach.

Teacher's Salary

The law provides that the teacher of Special Education shall be paid a minimum of 5 per cent above the prevailing wage in their school district for teachers of normal children in the same school district. This should be construed to mean teachers of equal preparation and experience.

Transportation

When a school district providing Special Education services pays the transportation costs of a transferred pupil being transported from a point in another district to its own Special Education school or class, that school district may be reimbursed for the actual cost when a public carrier is employed. If a private carrier is used, the district may be reimbursed at a rate not to exceed six cents per mile to and from school and the total amount of annual reimbursement shall not exceed $450.00 per child. When more than one child is transported in the same private vehicle, an additional charge not to exceed three cents per mile per pupil may be made. Individual cases will be considered on their merits.

Boarding

The State Superintendent of Public Instruction shall make provision for boarding children specified in Section I of the Act who must be transferred from their home school district to school districts providing special educational facilities. In no case shall reimbursement from the State Treasury for this purpose exceed $450.00 per child per year.

Length of School Day

A school day for children enrolled in special education classes who function at an academic level not higher than first grade shall consist of not less than four hours of school activities. When a child is unable to attend school four hours, the length of his school day may be determined by the local school authorities with the approval of the State Director of the Special Education program.

CHAPTER II

THE EDUCABLE MENTALLY HANDICAPPED

Definition

The educable mentally handicapped have been defined as those children who can be taught some academic work but who are mentally retarded to the extent that their development is hindered in the regular classroom. These children require special attention if they are to develop academically and socially to their fullest.

It is difficult to characterize the educable mentally handicapped. Most modern characterizations point up existing similarities as well as differences when comparisons are made with the intellectually normal or superior. It is frequently said that the mentally handicapped child is more nearly like the "normal" child than he is different. Stress is usually placed on the observed requirements of all children for need of satisfaction. The common needs of all children for love, recognition, and success are usually cited. Most educators would agree that in many ways the "educable" child functions not unlike the intellectually normal person.

It is important, however, to be aware of both similarities and differences. While many educable children will mature at normal rates and function normally in many areas of development there are some real differences in intellectual growth which cannot be ignored. Without question there are limits to the expression of the intellectual abilities of these children if they have been correctly identified.

The implications are that a curriculum should be planned with certain likenesses and differences in mind. While the goals and purposes of education for the intellectually normal will apply to the education of the mentally handicapped, the means of attaining these goals will require something more than modification if maximum learning is to occur.

Identification and Placement of the Mentally Handicapped

Problems in the identification of mentally handicapped children are numerous and varied. There have been attempts to identify children on the basis of such factors as level of physical development, degree of social and emotional maturity, and performance on standardized tests of intelligence.

Identification Based on Physical and Social Data

It is probably true that mentally handicapped children as a group reveal a higher incidence of physical defects and may mature physically at a slower rate than do other children. It is also possible that educable children as a group lack the social and emotional maturity of normal children of comparable chronological ages. It is clear, however, that children with physical handicaps are to be found at all levels of intellectual functioning and that the degree of social and emotional maturity may depend upon a variety

of cultural factors. It is not considered sound practice to select educable children on the level or basis of inferior social or emotional development alone. It is equally impossible to attempt identification in terms of physical deviation without a thorough knowledge of the child's intellectual functioning.

Identification Based on Test Data

Despite many shortcomings of present testing devices, intelligence test data are probably the best criteria available for selecting mentally handicapped children for special classes. Children who obtain intelligence quotients within the 50-75 range are orginarily eligible for special class placement. Group tests may be used for rough screening purposes, although individual tests should be administered whenever possible. The validity of any intelligence test score will depend to a large extent on the competency of the examiner and the appropriateness of the test. In any event, special class placement should never be made on the basis of test scores along. The behavior of the child during the test situation, his social adequacy, emotional adjustment, and physical maturity should always be taken into consideration. Generally speaking, it is important that an obtained intelligence quotient of 50-75 indicates eligibility of a special class. It does not, however, guarantee that special class placement is necessary or even desirable.

Educational Facilities

Individual and local circumstances will affect class placement once the child has been identified. Individual factors such as the nature and extent of the handicapping condition are major considerations in placement. Local circumstances such as the number of handicapped, the availability of teachers, the availability of space, and community acceptance will also dictate certain considerations.

The Multiple Handicapped

Many mentally retarded children suffer from more than a single handicap. Adequate diagnosis and classification must provide for the possibility of a variety of "causes" of a particular condition. Diagnosis of mental retardation and placement in a special class involve a thorough investigation of a variety of physical and psychological factors which relate to a child's behavior. In some cases, the nature of the handicaps is easily determined as in the case of a mentally deficient child with an obvious orthopedic impairment. In other cases, additional handicaps are obscured by a major physical or mental condition, i.e., the mentally retarded cerebral palsied child, or the orthopedic case with a severe emotional involvement.

Children with multiple handicaps constitute special problems for parents and teachers. Certain handicaps naturally take precedence over others. A mentally deficient child with a low intelligence quotient is usually placed in an institution regardless of the presence of other handicaps. A blind child of normal intelligence is usually placed in a school for the blind. A deaf child of normal intelligence, regardless of other handicaps, should receive special attention in a situation designed to care for his particular condition.

The severity of the handicap has a great deal to do with proper placement. Certainly all children suffering from physical handicaps do not require special classroom facilities. Satisfactory educational planning and proper class placement will depend upon factors such as:

1. The severity of the handicap
2. The combinations of handicaps
3. The amelioration of the condition
4. The facilities available
5. The personality of the child

Local Circumstances Affecting Class Placement

It is not uncommon to find communities with little or no opportunity to group children for special instruction. Only a few of the smaller communities have organized programs in the form of special classes and services for exceptional children. Larger schools are currently experiencing the most rapid growth of special facilities. There is evidence that children can benefit from individualized instruction even when special class placement is not possible. The teacher must, however, be adequately trained to make certain classroom and instructional adaptations and begin the programming early in the school experiences of the child.

The Special Classroom

Classroom organization for educable mentally handicapped children is somewhat different from the usual grouping practices found in elementary and secondary schools. As mentioned in an earlier section, grouping practices will vary depending on specific circumstances. With the exception of smaller schools where a more than a single class is not feasible, grouping practices are based on factors such as:

1. Chronological age
2. Social and Emotional Maturity
3. Mental age
4. Intelligence quotient
5. Level of academic achievement
6. Physical maturity
7. Class size
8. Teacher load

Elementary Schools

The Self-Contained Classroom Plan is followed in most of the larger elementary schools. Activities outside the classroom are generally shared with all students attending the particular school.

SELF-CONTAINED CLASSROOM PLAN

Class	C.A.	M.A.	Class Size
Primary	6-11	below 6	10-20*
Intermediate	10-13	6-8.5	10-20*

*Whenever possible it is best to keep the class as homogeneous as possible. This, of course, includes maintaining a relatively small class. In most cases, the maximum number cited above will be far too many students. Most teachers would agree that a highly individualized educational approach would necessitate a small class. The above figures are more descriptive of what is now in operation. In the case of pre-primary programs (not discussed here), an even smaller class is desirable.

Secondary Schools

The junior-high and senior-high programs for the mentally handicapped most often operate under a modified homeroom plan. It is unusual to find an elementary program with this type of organization.

Clearly there is a great deal of diversification in the special classes for the educable children at these levels. Most often these youngsters participate in many of the developmental and non-academic areas with other children attending the schools. The skills areas are usually taught by one or two trained special education teachers who attempt to meet these students at their level with functional experiences in skills. Close attention should be paid to elective in order that social and educational growth may be increased. A program for students designed along traditional lines, even though modified, all too often increases frustration and promotes grave feelings of failure. What is taught in the skills areas should be a continuation of what was established at the primary and elementary levels and should relate meaningfully to experience areas in occupational experience and social relationships so important at this level of maturity.

Working With Parents

The problems of adjustment for mentally handicapped children are manifold. The task of adjusting to the school, the community, with their peer group, and with others in the social environment are a few of the hurdles that they must attempt to surmount. It naturally follows that problems of adjustment for the retardate automatically become problems of adjustment for parents. Teachers of mentally retarded children should ever be mindful in working with parents that the critical life event of having a retarded child is a continuing one, not something that happens and is over and ended.[1] Regardless of the degree of emotional acceptance on the part of a parent, new and continued disappointments are their lot in life. As their child increases in chronological age, the awareness of the t[illegible]ngs he can't do also increases. Parents of these children need a sympathetic, understanding person to whom they can turn to discuss their problems and express their anxieties. The special class teacher may serve a key role in providing this vitally needed assistance for them.

Teachers of exceptional children who teach in schools that have the service of Directors of Special Education, School Psychologists, Visiting Counselors, Guidance Counselors, etc., are fortunate in that they may turn to these professional sources for help in conferring with parents. In many situations the special class teacher will not have the advantage of the services of these other professions and may indeed be the sole contact for parents.

Parent-teacher conferences generally fall into three classifications according to the purpose of the conference. These are: (1) interpretation interviews, (2) pupil progress reports, and (3) counseling conferences.

1. Interpretation Interviews:

The purpose of this type of parent-teacher conference is to interpret to

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1Blodgett, Harlett E. and Grace J. Warfield, *Understanding Mentally Retarded Children*, New York: Appleton-Century-Crofts, Inc., 1959.

the parent, in meaningful terms, the findings and results of physchological tests. Ordinarily, this is the responsibility of the psychologist who has seen the child for evaluation. Sometimes, because of time limitations, conflicting schedules, or other unforeseen events, a conference cannot be held. In such cases a psychological summary will be forwarded to the school, and the responsibility for interpretation falls upon the local school administration. The special class teacher is often the most qualified and consequently the most logical person to conduct this conference.

While the psychologist's report forms the basis for this conference, the teacher should never show this report to the parents nor quote from it verbatim. These reports are confidential and should always be handled in a confidential manner. The task of the special teacher in this conference is to take confidential, professional information and translate it into language that the parents can understand. This involves the mutual discussion of the child's limitation and his need for special class placement. The teacher should avoid quoting specific test scores since these are often misunderstood and since too much significance is often attached to a numerical score. Instead of using specific scores in interpretation, it is much more meaningful to talk in terms of mental ages, grade level, intellectual expectance, and other related terminology.

A recommendation by a psychological examiner that a child be given special class placement merely indicates that, on the basis of the information available, the special class can provide the most feasible and realistic educational program for that child. It does not imply that this placement constitutes a "cure" or that miraculous results will be achieved. The teacher should not be placed in the position of making elaborate promises or predictions as to what will happen if the parents agree to special class placement for their child. It is the duty of the teacher to interpret and recommend. The decision to place in a special education program rests with the parents.

2. Reporting Pupil Progress:

The method of systematically reporting grades to parents is generally determined by the local school administrator or his designated authority. The type of report card, grading method (A, B, C. D, F, etc.), and frequency of report is most often uniformly followed throughout all grade levels of the school. For the sake of uniformity the teacher of the special class may be required to conform to the established policy of the school. The method of grading, and reporting grades, for mentally handicapped children is probably one of the most controversial issues in the field of special education today. There have been many ideas advanced but little agreed upon as to what constitutes a "good" method of grading, and this is not an attempt to suggest such a method. It is, however, to suggest that any method of grading and reporting to parents should be supplemented with regularly scheduled parent-teacher conferences. Whether the special education teacher is required to follow the method of grading adopted by the school system or whether she is permitted to develop her own method of grading, the parent-teacher conference is recommended. This personal contact, although brief, can do a great deal more to inform parents about the strengths, weaknesses, and school progress of their handicapped child than any report card, regardless of how elaborate and detailed it may be.

The conference should be planned in advance. Since it, of necessity, must be brief, the teacher will need to have everything in readiness for the interview. The progress report involves information to parents regarding the child's achievement level, rate of growth, his general behavior in the class, and his contributions to the classroom activity. It will prove helpful to have samples of the child's work, workbooks, textbooks, and art and craft projects on hand to demonstrate and verify the oral report given by the teacher. A friendly, relaxed attitude on the part of the teacher will help the parent to feel at ease. The teacher should avoid taking over the conference, but should allow time for the parents to ask questions or express their feelings. The atmosphere of the conference should be a positive one. The parents need to feel that their handicapped child is making progress. A genuine interest on the part of the teacher can do much toward meeting this need of the parents. Here again, a note of caution should be injected. The teacher must exercise caution not to extend false hope to parents that their child will attain heights of academic achievement that are inconsistent with his level of mental development.

Always end the interview on a constructive, pleasant note. If there are ways in which the parent can work with the child in areas where he needs assistance, this is a good time to give specific instructions as to *how* they can help. A well conducted conference with a pleasant and encouraging conclusion will prove to be one of the most effective public relations program the school can sponsor.

3. Counseling Interviews:

As has been previously indicated, the parents of mentally handicapped children face many problems of social, emotional, and education implication that are unique to their group. As a result of this, they are continually in need of someone with whom they can express their anxieties, air their inner feelings, and share their hopes and joys. For a number of reasons the special education teacher becomes the most logical person to assume this role. First, in many small school districts where special classes are operated, the special class teacher is the most qualified person, in terms of training and experience, to counsel with parents. Secondly, the classroom teacher has closer contact with the children in the special education class than any other person outside the home. Finally, the dedicated special teacher shares a cooperative relationship with the parents. This relationship is expressed in the objective that both the teacher and the parents desire to help the child to the best social, emotional, and educational adjustment possible.

This brief discussion of counseling conferences with parents does not carry the intent of being a "short course" in training for psychotherapists, neither indeed should the teacher attempt to assume such a role. It is merely to suggest that the teacher is in a key position to lend a sympathetic ear to the parents to handicapped children. Here she can drop the traditional role of a teacher "speaking while others listen" to "listening while others speak." An interested and understanding listener who has no need to be authorative or judgmental can serve as a sounding board upon which the parents may "bounce" their own feelings in order to obtain a more objective point of view.

Since it is assumed that no two individuals are alike, then it must also be assumed that no two counseling interviews will be alike as to content and

procedure. Accordingly, it is impossible to outline in a rigid, structured fashion the manner in which such conferences should be held. The following suggestions have been found to be helpful in conferring with parents of mentally retarded children. They are listed here to serve as a general guide for such conferences.[1]

1. Responsibility for the success or failure of a conference rests primarily with the teacher. It is well to remember that success is relative and each conference must be judged according to its own circumstances and results.
2. Insofar as is possible, arrange for uninterrupted conferences.
3. It is easier to build a cooperative relationship if the teacher is not seated behind a desk. Such seating places her in a position of authority rather than partnership.
4. The teacher's greeting should be friendly and relaxed.
5. Listen carefully to what the parents tell you. Avoid taking over the conference. Encourage the parent to talk, and listen to what he has to say.
6. Find out what the parent is thinking and feeling about his child. The teacher cannot understand the child's behavior until she knows the parent's attitude.
7. If parent voices a problem or worry, follow through. It is best not to assume that you know the reason why. The real reason as it is uncovered may surprise you.
8. Accept the parent's feeling about his child.
9. If the parent suggests a plan of action, accept it if at all possible to do so. One of the goals in parent counseling is to try and get the parent to take the initiative. If this plan fails, it is always possible to suggest another mode of attack.
10. If the parent cannot suggest a plan of action, the teacher may suggest alternatives for joint consultation such as "This might be a possibility--- What do you think?" Or "You know the facts of the situation better than I, do you think we might try this?"
11. It does not help to argue with a parent as this arouses resentment and resistance.
12. Avoid giving direct advice even when the parent states his problem, then leans back saying, "tell me what to do." Let any advice or suggestions grow out of mutual discussion and growing insight on the part of the parent.
13. The teacher must decide to gear her thinking to that of the parent and not push any too far nor too fast.
14. Be accepting. Accept anything the parent tells you without showing surprise or disapproval.
15. Try to close the conference on constructive, pleasant, and forward-going note such as a plan for further consultation, a definite date for the next conference, a statement of encouragement and reassurance if at all possible, and a statement for a plan of cooperative action.

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1 D'Evelyn, Katerine E., Ed.D., *Individual Parent-Teacher Conferences, A Manual for Teachers of Young Children,* New York: Bureau of Publications, Columbia University, 1945, p. 95-97. (Used by permission.)

Some teachers have found it helpful to initiate and conduct regularly scheduled meetings for parents of the children enrolled in special education classes. In these group sessions parents are able to gain helpful insights as they discuss together individual problems as well as general problems that are common to the group.

The teacher's responsibility for these parent group meetings is to initiate the program, arrange for an appropriate meeting place, schedule meetings, and notify parents. In addition, the teacher will be required to act as group leader or to secure other professionally qualified personnel to serve in this capacity. A resourceful teacher will be able to secure valuable resource persons such as, medical doctors, county health department personnel, social workers, ministers, nurses, and others in the local community to expediate the purpose and function of the parent group meeting.

Thus it becomes apparent that from the initial interpretation interview until the time the mentally handicapped child graduates or is otherwise separated from the public schools, the parent-teacher conferences are an essential aspect of the total educational program. Their major function is to serve as channels of communication between the parents and the school as they work together to achieve a common goal--optimal educational opportunity for the mentally handicapped child.

Terms Frequently Used in Literature Concerning the Mentally Handicapped

1.	Achievement, academic	The level of competency attained in academic skills such as language arts, quantitative experiences, etc.
2.	Affect	An individual's feeling or emotion
3.	Aggression	Hostility or unprovoked behavior
4.	Ament	A descriptive term referring to intellectual subnormality
5.	Anxiety	A fearful feeling in relation to either real or imaginary danger
6.	Aphasia	Inability to use language meaningfully
7.	Aspiration, level of	The level of functioning or achievement to which an individual aspires
8.	Assessment	Measurement
9.	Ataxia	A lack of muscular coordination
10.	Athetosis	A term most often used in connection with the cerebral palsied referring to a condition of involuntary, writhing muscular movement
11.	Audiologist	A specialist trained to test hearing ability
12.	Brain damage	A general term having reference to any damage or injury to the brain
13.	Borderline	A term used to describe a level of intelligence represented by I.Q. from approximately 75-90.
14.	Cardiac	A term pertaining to the heart

15.	Chorea	A term used to describe involuntary, jerky, muscular movement
16.	Comprehension, level of	A term used in reference to level of understanding particularly in relation to achievement
17.	Congenital	A term meaning present at birth
18.	Cretinism	A clinical type of mental deficiency due to hypothyroidism
19.	Curriculum	The total educational program
20.	Defective, mentally	A term often used as a synonym for mental retardation
21.	Degeneration	A term meaning to deteriorate
22.	Dementia	Deterioration of emotional or psychological functioning
23.	Diagnosis	A recognition of the nature of a disorder
24.	Disorder, convulsive	Any disorder characterized by convulsions
25.	Dominance, cerebral	Dominance of one cerebral hemisphere in regard to specific behavior
26.	Dull-normal	A term used to describe a level of intelligence represented by I.Q.'s of 80-90
27.	Dysfunction, motor	Any impairment of movement
28.	Electroencepalograph	An instrument capable of providing a graphic representation of the electrical impulses of the brain
29.	Endogeonous	Mental retardation due to familial factors and not due to structural abnormalities
30.	Exogenous	Mental retardation due to external causes with structual defects
31.	Etiology	A term used to refer to the cause of a condition
32.	Eugenics	A science concerned with methods of improving the quality of the race through heredity control
33.	Euthenics	A science concerned with methods of improving man's qualities through altering environmental factors
34.	Familial	Common to several members of the family
35.	Handicapped, mentally	A term frequently used as a synonym for mental retardation
36.	Intelligence	There is probably no universal definition of intelligence. It has been variously defined as: the ability to solve problems; deal with abstractions; make decisions; relate to one's

		environment; etc.
37.	Macrocephaly	An abnormal enlargement of the head
38.	Maturation	A term pertaining to the biological and psychological development of the individual
39.	Monogolism	A clinical type of mental deficiency characterized by physical features which resemble a member of the mongolian race
40.	Motor	Movement
41.	Moron	A term sometimes used to describe the level of intelligence represented by I.Q.'s from approximately 55-80
42.	Neonate	Birth to one month of age
43.	Neurosis	A broad classification used to describe emotional conflicts where there is no loss of reality
44.	Oligophrenia	A term meaning mental deficiency
45.	Palsy, cerebral	Impairment of motor function due to brain lesion
46.	Paralysis	Any impairment of movement
47.	Phenylalanine	An amino acid
48.	Phenylketonuria	A metabolic disorder characterized by some degree of mental subnormality
49.	Psychoanalysis	A branch of psychology originated by Freud; also a method of psychotherapy
50.	Psychoanalyst	A therapist who utilizes psychoanalytic psychotherapy
51.	Psychiatrist	A physician who specializes in the treatment of mental illness
52.	Psychogenic	A term used to describe conditions due to psychological factors
53.	Psychologist, clinical	A psychologist who specializes in the clinical study of human behavior in areas of research, diagnosis and therapy
54.	Psychologist, educational	A psychologist who specializes in relating psychological principles in education
55.	Psychosis	A classification of mental illness characterized by a lack of contact with reality
56.	Psychotherapy	Treatment by psychiatric or psychological techniques
57.	Quotient, intelligence	A numerical representation of level of intelligence. A ratio of Mental age and Chronological age.
58.	Retardate, mental	An individual who is mentally retarded

59. Retarded, educable . . . . . An educational classification in mental retardation used to describe a person who although subnormal in intelligence is capable of some success in academic subjects. This term is also used to describe a level of intelligence represented by I.Q.'s between approximately 50-75.

60. Retarded, trainable . . . . . An educational classification used to describe those individuals whose degree of intellectual impairment is such that are not capable of success in academics but who, in certain circumstances, can profit from programs in training, in development areas, self-care, and vocational skills. This term is also used to describe the level of intelligence represented by I.Q.'s between approximately 30-40.

61. Schizophrenia . . . . . A common form of psychosis

62. Slow learner . . . . . A term sometimes used to refer to children who are educationally retarded. It is sometimes used as a synonym for mentally handicapped. It is also used to refer to that level of intelligence represented by I.Q.'s ranging from 75-90. On occasion it is used as a synonym for educable mentally retarded.

63. Sociometrics . . . . . The measurement of social relationships and social interaction.

64. Structural . . . . . A term pertaining to the organs or tissue of organism

65. Syndrome . . . . . A group or complex of symptoms which when combined characterize a particular condition

66. Test, achievement . . . . . A test designed to measure a level of functioning in a given subject matter area

67. Test, aptitude . . . . . A test designed to measure a possible level of performance in a given skill or activity with previous training

68. Test, projective . . . . . A test in which the stimuli are presented in a realtively unstructured way. The basic assumption underlying tests of this type is that the testee's responses will reflect certain individual personality factors, often below the

level of his awareness.

69. Test, Rorscharch . . . . . A projective technique best known as the "ink blot" test
70. Test, Stanford Binet . . . . . A standardized test of intelligence, the most recent revision was done in 1960
71. Test, Thematic Apperception . . A projective technique in which the testee must create a story about several pictures
72. Test, Wechsler . . . . . A standardized individual test of intelligence, there is both an adult and a children's scale
73. Therapist, speech . . . . . A specialist who provides corrective speech therapy usually in connection with disorders of articulation, stuttering, etc.
74. Therapy . . . . . A term pertaining to treatment
75. Toxemia . . . . . A condition in which the blood contains toxic poisonous substances
76. Trauma . . . . . Any injury, either physical or psychological
77. Tremor . . . . . Rhythmic movement

CHAPTER III

AGENCIES AND ORGANIZATIONS

Many mentally handicapped children suffer from more than a single handicap. Children with multiple handicaps constitute special problems for the teacher in attempting to provide a realistic educational program for them. Not infrequently, the teacher finds it necessary to refer these and/or other children to outside agencies to secure health and medical care, corrective surgery, psychological evaluation, remedial instruction, legal aid, counseling, vocational planning, institutional placement, or other services. As an aid to the special education teacher in planning for the total educational program of the handicapped child, a list of state, local, and private agencies has been compiled. This list, arranged in alphabetical order, shows the agency's name, address, service provided, and procedure for securing the service.

Adair County Health Department Guidance Center
(In Guidance Center Region II)
Stilwell Community Hospital, P. O. Box 223,
Stilwell, Oklahoma - Phone: 774-7292

Psychological evaluation for children and families with emotional, behavioral and learning problems or mental retardation.

A & M School of Technical Training
Okmulgee, Oklahoma - Phone: 3680, Ext. 5

Provides service for entire state of Oklahoma. Medical diagnosis, counseling parent education, and advice on securing medical care. Also physical and occupational therapy for inpatients and outpatients. Service may be secured by contacting headquarters of the Department of Vocational Rehabilitation.

American Cancer Society, Oklahoma Division
1312 N.W. 24, Oklahoma City, Oklahoma
Phone: 525-3515

Provides service for the entire state through local chapters in all counties. Medical diagnosis and treatment for indigent cancer patients. Also educational service in providing free films, literature, speakers, exhibits, and posters. Service secured by contacting local county chapter.

American Legion Department of Oklahoma
206 Historical Building
Oklahoma City, Oklahoma - Phone: 525-3511

Provides service to all resident veterans and their dependents of the state of Oklahoma. Counseling, guidance, information about securing needed medical service. To secure service contact local post or state headquarters.

American Red Cross
323 N.W. 10, Oklahoma City, Oklahoma -
Phone: 232-7121

Service to all counties through local county chapters. Financial assistance is given through the Home Service Department to dependents of active service men in the form of loans or grants in times of financial hardship. Under certain conditions this service is also available to disabled veterans. Counseling and referral services are available to all. Other services include instructions in home nursing, mother and infant care, first aid and water safety, and other community services. Service may be secured by contacting county chapters.

Arthritis and Rheumatism Foundation
1407 N. Phillips, Oklahoma City, Oklahoma -
Phone: 238-8244

Provides for research, clinics, rehabilitation, and drugs. Service available to anyone contracting arthritis and related diseases. For service contact Executive Secretary at above address.

Associated Catholic Charities
425 N.W. 7, Oklahoma City, Oklahoma -
Phone: 232-8514

Directs Catholic charities. Service includes care of dependent, neglected and delinquent children, maternity care, family counseling, and emergency relief. Service may be secured by contacting local headquarters at the above address.

Association for Mental Health, Inc., Oklahoma
825 N.E. 13, Oklahoma City, Oklahoma -
Phone: 232-1994

Statewide service with chapters existing in some counties. No medical service provided. Services are primarily educational including speakers, free films and literature, guidance, and courses of study. Consultation service in assisting communities organize and promote better mental health resources for mentally ill and the mentally defective. Service secured by contacting the central office at above address.

Atoka County Health Department Guidance Center
(In Guidance Center Region III)
P. O. Box 128, Atoka, Oklahoma - Phone: 889-2116

Psychological evaluation and counseling for children and families with emotional, behavioral and learning problems or mental retardation.

Baptist Children's Home, Oklahoma
1141 North Robinson, Oklahoma City, Oklahoma
Phone: 236-4341 or 843-1589

Serves all of the state of Oklahoma. Furnishes home for homeless, neglected, and dependent white children from two to twelve years of age.

Boys Ranch Town furnishes home for homeless, neglected, and dependent boys from nine to fourteen years of age. Service secured by contacting local Baptist minister or other responsible person.

Baptist Good Will Center
2124 Exchange Avenue, Oklahoma City, Oklahoma
Phone: 235-5767

Services of Oklahoma City and surrounding area. Clubs for all ages with spiritual and social training. Clinic for immunization for preschool children. For information or service call or write the center.

Carter County Guidance Clinic
1204 West Main, Ardmore, Oklahoma - Pbone: 223-5636

Psychological diagnosis and treatment for families, children, and adults who have adjustmental problems. Psychological evaluations of mental retardation and of academic difficulties.

Central State College
Edmond, Oklahoma - Phone: 478-1181

Department of Special Education: Serves all the state of Oklahoma. Primarily concerned with the training of teachers to teach exceptional children but also provides limited psychological testing and consultant service. For information contact the above address.

Central State Community Mental Health Center
P. O. Box 151, Norman, Oklahoma - Phone: 534-4880

Psychiatric Inpatient treatment for the mentally ill. Outpatient services; Day Treatment services; consultation and education; emergency services.

Cerebral Palsy Institute, Oklahoma
P. O. Box 311, Norman, Oklahoma - Phone: 534-4830

Serves all of the state of Oklahoma. Services provided are medical treatment, physical therapy, rehabilitation, psychological service, including guidance and counseling for patients and parents. For information or services contact Institute Headquarters at the above address.

Charities and Corrections, State Department of
Room 108, State Capitol Building,
Oklahoma City, Oklahoma - Phone: 521-2231

Serves all of the state of Oklahoma with no local offices. Services provided are health education including speakers, counseling, guidance, work with county attorneys and judges of juvenile courts, rehabilitation and post-prison service. Anyone who is a ward of the state, county and city governments, dependent and neglected children are eligible for this service. Service may be secured by contacting the state office.

Cheyenne-Arapaho School
Concho, Oklahoma - No phone listed

This area served is all of the state of Oklahoma. Provides educational and medical service to students enrolled in their school. Service is for children of the Cheyenne and Arapaho Indian tribes. Service may be secured by contacting local agencies.

Chickasha Opportunity Workshop & Training Center, Inc.
P. O. Box 706, Borden Park,
Chickasha, Oklahoma - Phone: 224-4936

To provide a rehabilitation facility offering diverse training and evaluation programs coupled with a sheltered work center for both mentally retarded and physically handicapped adolescents and adults. METHODS: The training and evaluation programs include sewing and alteration, homemaking and cafeteria maintenance. Curricula for these programs have been established and carried on by a qualified home economics instructor.

The Training Center provides the intermediate stage of sheltered workshop experience as well as social adjustment.

Children's Convalescent Hospital
S. W. Main & Mueller Streets, P. O. Box 698,
Bethany, Oklahoma - Phone: 789-6711

This agency serves all of the state of Oklahoma. Provides testing and advice about securing needed medical care, hospitalization, rehabilitation, physical and occupational therapy, and school instructions. Their services are for children convalescing from illness after having been hospitalized for a period of time. Information regarding service may be secured from the Oklahoma Commission for Crippled Children.

Child Study Clinic for the Mentally and Physically Handicapped
(formerly: Oklahoma Mental Retardation Training Center)
4818 South Lewis, Tulsa, Oklahoma - Phone: 747-7542 Ext. 53

Diagnosis and evaluation of mentally retarded children and children with neurological impairment but who are not mentally retarded.

Child Study Center, University of Oklahoma Hospital
800 N.E. 13, Oklahoma City, Oklahoma - Phone: 236-1366

Serves all of Oklahoma. Provides complete diagnostic service for children including physical, medical, neurological, psychiatric, psychological,

and hospitalization as needed. Counseling and guidance for parents regarding the handicap of child and information for further service. For information or service contact the above address.

Children's Medical Center
4818 Lewis, Tulsa, Oklahoma - Phone: 747-7542

Inpatient and Outpatient medical, psychiatric, psychological and social services; physical, occupational, speech and art therapies for children (and their families) with medical, neurological, speech therapy, and emotional problems.

Children's Shelter
5903 N.W. 52nd Street
Oklahoma City, Oklahoma - Phone: 789-4624

Services: Custodial Care

Chilocco Indian School
Chilocco, Oklahoma - Phone: 5001

Service available to persons of Indian blood throughout the entire state of Oklahoma. In addition to educational opportunities, services provided are medical diagnosis, preventive medicine, outpatient care, and hospitalization in the school infirmary. Service may be secured by contacting any area Indian office.

Cleveland County Health Department Guidance Center
641 E. Robinson, P. O. Box 787,
Norman, Oklahoma - Phone: 534-4048

Psychological evaluation and counseling for children and families with emotional, behavioral and learning problems or mental retardation. Complete speech and language services.

Clinton Indian Hospital
Clinton, Oklahoma - Phone: 884

This agency serves the Cheyenne-Arapaho Indian reservation. Provides medical service such as diagnostic service, laboratory work, counseling, preventive medicine, hospitalization, outpatient service, and limited surgical service. Persons must be at least one-fourth Indian to be eligible for the service of this agency. Service secured by contacting the hospital at the above address.

Coal County Health Department Guidance Center
(In Guidance Center Region III)
210 N. Main, Coalgate, Oklahoma - Phone: 927-2366

Psychological evaluation and counseling for children and families with emotional, behavioral and learning problems or mental retardation.

Comanche County Center for Physically Handicapped
Number 10, East B Street, Lawton, Oklahoma
Phone: 355-5834

Day Care Center for Handicapped Children, Physical thereapy, Speech therapy, Occupational therapy, Pre-School, Kindergarten.

Comanche County Health Department
Regional Guidance Center VI
1010 S. Sheridan Road, Lawton, Oklahoma
Phone: 353-2735

Psychological evaluation and counseling for children and families with emotional, behavioral and learning problems or with mental retardation. Complete speech, language and audiological services.

Community Guidance Center
525 S.W. 2, Oklahoma City, Oklahoma
Phone: 236-3574

The area served by this agency is Oklahoma County. Psychiatric care for persons unable to pay private rates for treatment. A plan of payment for a small fee may be worked out with the individual patient. Service may be secured by calling or writing to the above address.

County Commissioners
County Court House of Each County

Service available to residents of each local county. Hospitalization, support, maintenance, surgical, and medical attention. To be eligible for service in any county, a person must have been a resident of the state for one year and a resident of that county for at least six months. Service may be secured by making application directly to the county commissioners.

County Judge
County Court House of Each County

Service available to residents of each local county through this agency. This agency provides medical service, hospitalization, transportation, and health appliances. Application blanks for applying for service available in each county judge's office.

Creek County Health Department Guidance Center
(Central Office) - 1020 East Bryan, P. O. Box 618,
Sapulpa, Oklahoma - Phone: 918-244-5531
(Branch Office) - Whitlock Park, P. O. Box 848,
Drumright, Oklahoma - Phone: 918-352-2700
(Branch Office) - 7th & Spruce, P. O. Box 1073,
Bristow, Oklahoma - Phone: 918-367-2353

Psychological evaluation and counseling for children and families who have emotional, behavioral and learning problems, and mentally retarded

children. Complete speech and language services.

Deaconess Hospital
5401 N. Portland Avenue,
Oklahoma City, Oklahoma - Phone: 946-5581

This agency serves all of the state of Oklahoma. Provides medical diagnosis, laboratory service, hospitalization, and surgical service. The Deaconess Hospital is a general hospital; and the Home of Redeeming Love Department is a home for unmarried mothers. Service may be secured by contacting the hospital at the above address.

Dental Association, Oklahoma State
210 Plaza Court Building,
Oklahoma City, Oklahoma - Phone: 232-5872

The area served is all of the state of Oklahoma. Service provided is primarily educational in nature including special speakers, free literature, and films regarding better dental health for citizens of Oklahoma. Service may be secured by writing or calling the Executive Secretary at the above address.

Eastham Home
121 East Haskell Place
Tulsa, Oklahoma - Phone: 583-3345

Day and night care for retarded and handicapped children.

Emergency Relief Board, Oklahoma
State Capitol Building, Oklahoma City, Oklahoma
Phone: 525-3526

The area served is the state of Oklahoma. Distributes foods donated by the United States Department of Agriculture to schools and institutions in the state. In unemployable cases, cash checks are issued monthly if the parents can qualify. Service may be secured by contacting headquarters at the above address.

Enid State School
2600 Willow, Enid, Oklahoma - Phone: 521-3646

Serves the northern half of the state. Provides medical diagnosis, hospitalization, outpatient clinic, rehabilitation, custodial care for mentally retarded persons, and parent counseling. To be eligible for service, must have psychometric evidence of mental age of less than ten years, proof of minimum residence of one year in state, and submit formal application. For information or service contact the above address.

Faith 7 School
1100 North Kennedy, Kickapoo Bypass,
Shawnee, Oklahoma - Phone: 273-6794

Day care and special education for mentally retarded children; Sheltered Workshop.

Family and Children's Service, Inc.
602 S. Cheyenne, Tulsa, Oklahoma - Phone: 589-9471

Counseling and guidance to families and individuals. Foster care of children, Adoption counseling and service to unmarried parents, Counseling to the aged and their families.

Fort Sill Indian School
Lawton, Oklahoma - No phone listed

Provides educational opportunities for certain Indian citizens. No medical service provided at the school. For information or service contact headquarters at the above address.

Garvin County Health Department Guidance Center
(In Guidance Center Region III)
220 N. Chickasaw, P. O. Box 695,
Pauls Valley, Oklahoma - Phone 405-238-2560
P. O. Box 524, Lindsay, Oklahoma - Phone: 405-756-4928

Psychological evaluation and counseling for children and families with emotional, behavioral and learning problems or mental retardation.

Gatesway Foundation, Inc.,
5250 South Lewis St.,
Tulsa, Oklahoma - Phone 742-6834

Residential care by day, week, month, or full time training and counseling in personal adjustment and work habits, transportation to and from work, school, recreation, and church in the community.

Goodwill Industries
410 S. W. 3, Oklahoma City, Oklahoma - Phone: 236-4451

Serves all of the state of Oklahoma. A non-profit welfare agency operated for the benefit of aged and handicapped persons. The handicapped, under supervision and guidance, are rehabilitated through on-the-job training to enter the open labor market. Placement and follow-up are a part of the program. For information or service contact the above address.

Grady County Health Department Guidance Center
(In Regional Guidance Center VI)
Westminister & 22nd St., P. O. Box 227,
Chickasha, Oklahoma - Phone: 224-2022

Psychological evaluation and counseling for children and families with emotional, behavioral and learning problems or mental retardation. Complete speech and language services.

Heart Association, Oklahoma State
825 N. E. 13, Oklahoma City, Oklahoma
Phone: 236-5534

The area served is all of the state of Oklahoma. Service provided includes advice regarding clinics, methods of referral, diagnostic evaluation, and parent education. A directory of heart clinics is available upon request. Service may be secured by calling or writing to the Association at state headquarters at the above address.

H. O. W., Inc.
(Handicapped Opportunity Workshop, Inc.)
120 East 10th Street, Tulsa, Oklahoma
Phone: 584-7896

Training, Rehabilitation, Occupational, Personal Adjustment, Psycho-Social, Work Orientation.

Indian Hospital, U. S.
Claremore, Oklahoma - Phone 69

Serves all of Oklahoma Indian tribes. Service provided includes medical diagnosis, laboratory service, counseling, preventive medicine, hospitalization, outpatient service, and surgery. Service available to indigent Indians (½ or more Indian blood) only. Service may be secured by contacting headquarters.

Jackson County Health Department and Guidance Center
201 South Lee, Altus, Oklahoma - Phone: 482-7308

Psychological evaluation and counseling for children and families with emotional, behavioral and learning problems or with mental retardation.

Jane Brooks Foundation
Oklahoma College of Liberal Arts
Chickasha, Oklahoma - Phone: 3595 or 3140

The area served is the state of Oklahoma and Midwest. This is a boarding and day school for deaf children providing oral education, speech, and visual hearing. This agency accepts children at the age of 2½ years and offers work through junior high school. Provides counseling service and parent education. Information regarding service may be secured by contacting the director of the Foundation at the above address.

Bi-State Comprehensive Mental Health Center
P. O. Box 951, Ponca City, Oklahoma
Phone: 762-6627

Psychiatric outpatient services, complete speech, language, and audiological services.

Kiowa Indian Hospital
2 miles North on Highway 277
Lawton, Oklahoma - No Phone listed

The area served is all the state of Oklahoma. Provides medical diagnosis,

laboratory service, preventive medicine, hospitalization, outpatient service, surgery, and physical therapy. Service may be secured by contacting headquarters at the above address.

Lakeside Home
3333 E. Mohawk Blvd.,
Tulsa, Oklahoma - Phone: 345-5551

Psychological Services, Special Education classes for all children, shop, home economics, woodworking, gym facilities available, social work, and juvenile court counselor services.

Low Vision Clinic, University of Oklahoma Hospital
800 N.E. 13, Oklahoma City, Oklahoma - Phone: 236-1366

Serves all of Oklahoma. Provides medical examination, diagnosis, surgery, and fitting of optical aids for persons with sub-normal vision. Information about service and methods for making appointments for clients may be secured by writing Department of Public Welfare, Sequoyah Building, Oklahoma City, Oklahoma.

McCall's Chapel School, Inc.
R.R. No. 2, Allen, Oklahoma - Phone: 857-2663

Residential and day school for educable and trainable mentally retarded. Educable class is accredited. Academic program according to ability. Workshop classes in simple crafts. Recreation and church in community. Gym facilities.

Maybee Clinics
University of Tulsa, 7th & Florence Streets
Tulsa 4, Oklahoma - No Phone listed

The area served is the eastern half of the State of Oklahoma. Provides diagnostic evaluation, counseling, parent education, hearing aid fitting, speech and lip-reading instruction, pre-school deaf nursery, rehabilitation of speech and language problems of those with cleft palate, cerebral palsy, deaf, stuttering, articulation, asphasia, and vocal problems. The reading clinic provides diagnostic evaluation and remedial help for children with reading problems. The cost is adjusted to ability to pay with no charges to the indigent. Service may be secured by calling or writing the director of the Speech, Hearing, and Reading Clinic at the above address.

Medical Association, Oklahoma State
601 N.W. Expressway, Oklahoma City, Oklahoma
Phone: 842-3361

The area served by this agency is statewide. Service is primarily health education including speakers, films, literature, exhibits, and other information regarding the profession of medicine and such related fields as nursing and medical technicians. Service may be secured by communicating directly with state headquarters at the above address.

Murray County Health Department Guidance Center
(In Guidance Center Region III)
Arbuckle Memorial Hospital, P. O. Box 128
Sulphur, Oklahoma - Phone: 622-3716

Psychological Evaluation and counseling for children and families with emotional, behavioral and learning problems or mental retardation.

Medical Research Foundation, Oklahoma
825 N.E. 13, Oklahoma City, Oklahoma
Phone: 235-8331

The area served is Oklahoma and neighboring states. This is a research hospital which receives patients for study because of diseased conditions being studied. Referrals are made by local physicians. Some diseases currently being studied are lukemia, multiple sclerosis, certain types of cancer, and bone diseases. To secure service have your family physician contact headquarters at the above address.

Methodist Home, Oklahoma
P. O. Box 179, Tahlequah, Oklahoma - No Phone Listed

The area served is all of the state of Oklahoma. Provides residential care for needy children in the state of Oklahoma. This includes medical and educational services for such children. Service may be secured by contacting may Methodist minister or local Methodist group or by contacting headquarters at the above address.

Muskogee County Health Department
(Regional Guidance Center II)
519 South 3rd, Muskogee, Oklahoma - Phone: 687-4456

Psychological evaluation and counseling for children and families with emotional, behavioral and learning problems or with mental retardation. Complete speech and language services.

New Hope Villa School
P. O. Box 695, Bristow, Oklahoma - Phone: 367-2183

Day School - hours 9-2 – for trainable children.

Norman Day Care Center for Handicapped Children
Speech and Hearing Clinic, University of Oklahoma,
Norman, Oklahoma 73069

Day school services in the a.m. for children under 12 years with physical and mental handicaps, cerebral palsy, or other congenital defects. Certified Special Education Teacher. Volunteer assistants. Complete speech and hearing evaluation. Speech therapy by Oklahoma University Speech and Hearing Clinic.

Northeastern State College
Tahlequah, Oklahoma - Phone: 456-5511

Speech and Hearing Clinic: Service to residents of the northeastern section of the state and students enrolled in the college. Services include an extensive training program for clinical speech therapists and speech correction teachers, also audiometric testing, lip and speech reading, speech correction for voice and articulatory disorders, evaluation of individuals for needed hearing aids, psychological testing, and counseling services. For information or service contact the Director of the clinic at the above address.

Northwest Oklahoma Guidance Center,
Woodward County Health Department
1009 9th Street, Woodward, Oklahoma, 73801
Phone: 254-4872

Psychiatric outpatient services, psychological testing, marriage counseling, psychiatric services to any chronically ill person who is ambulatory. Play therapy for children.

Oklahoma Psychological and Educational Center
1113 N.W. 50th, Oklahoma City, Oklahoma - Phone: 842-4435

A private agency providing therapy for speech, voice and language disorders, auditory, language and lip reading training, psychological testing (intelligence, aptitude and achievement), remedial reading and tutoring in other academic areas, counseling service for parents and children. Professional trained staff to provide service in all these areas. For information or service call or write Dr. John Boland, Director, at the above address.

Oklahoma City-County Health Department
Bethany Guidance Center
3644 S.E. 15th, Oklahoma City, Oklahoma 73115
Phone: 789-9066

(1) Diagnostic testing of Children to ascertain the presence or absence of emotional, behavioral, learning, and intellectual problems. Mentally retarded children would be included in this category. (2) Counseling with children and their parents to help alleviate these problems. (3) Providing current state and local referral information for problems not handled at the Center, such as speech therapy, day-school care for retardates, etc.

Oklahoma City-County Health Department
Edmond Guidance Center
10 South Boulevard
Edmond, Oklahoma 73034 - Phone: 341-6120

Psychological evaluation and counseling for children and families with emotional, behavioral and learning problems or mental retardation.

Oklahoma City-County Health Department
Southeast Communities Guidance Center
3216 Tinker Diagonal, Suite A,
Oklahoma City, Oklahoma 73115 - Phone: 677-5832

Diagnostic testing of children to ascertain the presence of absence of emotional, behavioral, learning, and intellectual problems. Mental retardates would be included. Counseling with children and parents to better equip them to cope with their problems. Providing current State and local referral information for problems not handled at the Center, such as speech therapy, day school care, etc. Community mental health education providing public lectures and discussions concerning child development, inter-personal understanding, and mental health programs at the community level.

Oklahoma County Council for Mentally Retarded Children
2501 Meek Drive, Oklahoma City, Oklahoma - Phone: 946-4489

Serves Oklahoma County - a voluntary agency to develop facilities, to improve the care, the understanding, the education, and training for mentally retarded children. This agency includes Dale Rogers School located at 2501 Meek Drive, Oklahoma City, and Sheltered Workshop at the same address. The Dale Rogers School provides educational opportunities for retarded children to prepare them for entrance in the special education classes of the public school. Sheltered Workshop is a vocational training center to teach manual skills to retarded children above 14 years of age.

Our Lady of Victory Home
7001 N.W. 36, Bethany, Oklahoma - Phone: 949-4313

The area served is the state of Oklahoma and neighboring states. Provides medical service including hospitalization and rehabilitation for unmarried mothers. Also provides health education in the form of free literature, guidance and counseling. Service may be secured by contacting headquarters at the above address.

Pauls Valley State School
Box 609, Pauls Valley, Oklahoma - Phone: 1640

The area served is the thirty-five southern counties of the state. Provides medical diagnosis, psychological evaluation, and hospitalization. Those eligible for service are members of either sex of any age who are legal residents of the state of Oklahoma whose mental age is less than 10 years as indicated by psychological evaluation. Service may be secured by applying directly to the school. No court review is necessary.

Pawnee Indian School
Pawnee, Oklahoma - Phone: 26

Service is for all Indians of the state of Oklahoma. Provides medical diagnosis, advice about securing medical care, laboratory service, surgery, preventive medicine, hospitalization, and outpatient service. The above services are free to enrolled students in the school. Educational service

includes complete school facilities to high school, counseling, and career guidance. Service may be secured by contacting headquarters.

Payne County Council for Mentally Retarded Children
P. O. Box 136, Stillwater, Oklahoma 74074
Phone: 372-6211, Ext. 7259

Provides a Pre-School Center for retarded children and other community services.

Payne County Health Department Guidance Center
7th & Walnut, P. O. Box 472,
Stillwater, Oklahoma - Phone: 372-1721

Psychological evaluation and counseling for children and families with emotional, behavioral and learning problems or mental retardation. Complete speech and language services.

Pittsburg County Health Department, Regional Guidance Center I
Third & Chadick Park, McAlester, Oklahoma 74501 - Phone: 423-1267

Psychological evaluation and counseling for children and families who have emotional, behavioral and learning problems, and mentally retarded children. Complete speech, language and audiological services.

Poison Information Center
(University of Oklahoma School of Medicine)
3400 N. Eastern, Oklahoma City, Oklahoma
Phone: 427-6232

The service of this agency is available to all residents of the state of Oklahoma. Assembles and disseminates information relative to the careful storing of poisonous substance and the diagnosis and treatment of poisoning. Also provides educational service which includes instructional information designed to reduce the many cases of accidental poisoning among school age children and adults. Service may be secured by contacting the above address.

Pontotoc County Health Department
Regional Guidance Center III
106 E. 13th Street
Ada, Oklahoma 74820 - Phone: 332-2011

Psychological evaluation and counseling for children and families with emotional, behavioral and learning problems or with mental retardation.

Pottawatomie County Health Department
Regional Guidance Center V
P. O. Box 1487
Shawnee, Oklahoma 74801 - Phone: 273-2157

Psychological evaluation and counseling for children and families with emotional, behavorial and learning problems or with mental retardation.

Complete speech and language services.

Rogers County Health Department Guidance Center
Claremore Health Center
108 Blue Starr Drive, Claremore, Oklahoma 74017
Phone: 763-3166

Psychological evaluation and counseling for children and families with emotional, behavioral and learning problems or with mental retardation.

Safety Council, Oklahoma
1600 N.W. 23, Oklahoma City, Oklahoma
Phone: 524-2219

Serves all residents of the state of Oklahoma. Provides educational and promotional service aimed at preventing accidents. Literature and organizational know-how in assisting in the organizing of local safety council. Service may be secured by calling or writing the above address.

St. Joseph's Home
3301 N. Eastern,
Oklahoma City, Oklahoma - Phone: 424-2533

This service of this agency is available to all Catholics of the state of Oklahoma. Provides residential, educational, and medical service and care to dependent and neglected children ages 3 to 12. Children may remain until completion of the 8th grade or until 14 years of age. Service or information may be secured from any Roman Catholic Church or by contacting headquarters at the above address.

School for the Blind, Oklahoma
3/4 mile east of town on Gibson Street
Muskogee, Oklahoma - Phone: 2-5111

Services available to any resident of the state of Oklahoma. This is a residential school that provides educational opportunities at both the elementary and high school level for blind children. In addition to educational service for blind children, counseling for parents and limited medi[illegible] service to students enrolled are provided.

Seminole County Health Department Guidance Center
(In Guidance Center Region V)
Market Square Building, Seminole, Oklahoma 74868
Phone: 382-4369

Psychological evaluation and counseling for children and families with emotional, behavioral and learning problems or with mental retardation.

Society for Crippled Children
722 N.W. 30th
Oklahoma City, Oklahoma - Phone: 525-5542

The area served is state-wide. A voluntary agency working in behalf of all types of physically handicapped children. Supplements the services of other organizations giving aid to handicapped children. For service or information contact headquarters at above address.

Speech and Hearing Clinic, University of Oklahoma
800 N.E. 13th, Oklahoma - Phone: 236-1366

Serves all residents of Oklahoma. Services include speech and hearing rehabilitation to both children and adults. For information or service contact the above address.

State Department of Education
Children's Memorial Hospital School
800 N.E. 13th, Oklahoma City, Oklahoma
Phone: 236-1366, Ext. 493

Service available to school age children who are hospitalized in Children's Memorial Hospital. Classroom instruction for children, grades 1 to 12, who are physically able to come or be brought to class. For children unable to attend the classroom, bedside teaching is available upon request. Complete library service is also available. For information or service contact the school at the above address.

State Department of Education, Division of Health
Physical Education and Safety
State Capitol Building
Oklahoma City, Oklahoma - Phone: 521-3357

Serves all the public schools of the state through county superintendent or local school superintendent. This agency provides health education in the form of guidance, counseling, assistance in organizing programs, special speakers, curriculum advice, etc. Service may be secured by contacting state office or office of county superintendent.

State Department of Education
Special Education Section
State Capitol Building, Oklahoma City, Oklahoma
Phone: 521-3351

Service provided for all public schools of Oklahoma. Supervision and consultant service to schools operating or desiring to establish program for exceptional children. This service includes programs for children with speech defects, classes for deaf and hard-of-hearing, blind and partially seeing, physically handicapped, educable mentally handicapped, trainable mentally retarded, emotionally disturbed, homebound teaching, school-to-home telephone teaching, services to assist handicapped children attend regular classroom, and transportation for transferred handicapped children to attend special schools or classes. Financial assistance is provided to help pay the cost of operating any or all of the above listed services. For service or information contact the Director of Special Education at the above address.

State Department of Education, School Lunch Division
State Capitol Building, Oklahoma, City, Oklahoma
Phone: 521-3327

Serves all public schools of Oklahoma. Gives practical help to schools regarding lunch programs. Workshops held in cooperation with state colleges and universities - per meal reimbursement to schools under the National School Lunch Program. Reimbursement paid for the special School Milk Program. For information or service contact the above address.

State Department of Education,
Vocational Home Economics Education
Will Rogers Building, Room B-3,
Oklahoma City, Oklahoma - Phone: 521-3305

Service available to all public schools in Oklahoma. Consultant service to schools in ways of teaching health with homemaking. For service contact the above address.

State Department of Health 3400 North Eastern Oklahoma City, Oklahoma - Phone: 427-6561

Serves all of Oklahoma with county health departments in most counties. Provides laboratory service, aid for better sanitation and immunization. In addition, health education service is available in the form of films, special speakers, health education workshops, and free literature. For service contact local county health department or the central office at the above address.

State Department of Labor
State Capitol Building
Oklahoma City, Oklahoma - Phone: 521-2461

Service available to all residents of the state of Oklahoma. Enforces protective labor laws of the state, maintains three divisions: (1) factory (safety) inspection, (2) bioler inspection, and (3) women and children in industry. Service may be secured by contacting the above address.

State Department of Mental Health
State Capitol Building
Oklahoma City, Oklahoma - Phone: 521-2151

Service available to all residents of Oklahoma. Control of mental hospitals and institutions for retarded children, medical diagnosis, hospitalization, outpatient treatment, and health education service. Service available in: Central State Hospital, Enid State School, Pauls Valley State School, and Taft State Hospital. Service may be secured by contacting any of the above institutions or the central office at the above address.

State Department of Public Safety
3600 N. Eastern
Oklahoma City, Oklahoma - Phone: 424-4011

Service is statewide with district and regional offices. Service includes safety education for safe driving, trained officers participate in safety education programs, and assistance in emergencies and disasters. Service may be secured by contacting the above address or by contacting the Highway Patrol through Local Police Department.

State Department of Public Welfare
Capitol Office Building
Oklahoma City, Oklahoma - Phone: 521-3374

Serves all of the state through county offices. Hospitalization for children, medical and surgical service, and counseling with families. For information or service contact the above address.

State School for the Deaf
10th & Tahlequah Street
Sulphur, Oklahoma - Phone: 286

Service provided for all eligible residents of Oklahoma. A residential school for deaf and partially hearing children. Child must be educable and between 4½ and 21 years of age. For information contact the school at the above address.

State Veterans Department, War Veterans Commission
Historical Building, Oklahoma City, Oklahoma - Phone: 521-3684

Service available to all honorably discharged disabled veterans and their dependents. Administers child welfare assistance funds for destitute minor dependents of war veterans. For assistance contact service officer of any local veterans organization or contact state office at the above address.

Stephens County Health Department Guidance Center
(In Guidance Center Region VI)
1400 Bois d'arc, Box 308
Duncan, Oklahoma 73533 - Phone: 255-3033

Psychological evaluation and counseling for children and families with emotional, behavorial and learning problems or mental retardation. Complete speech and language services.

Sunbeam Home and Family Service
616 N.W. 21, Oklahoma City, Oklahoma - Phone: 528-7721

Service available to residents of Oklahoma county. Family counseling, marriage counseling, institutional care for children, foster home placement, and day care center for children ages 3 to 10 years. For service contact the above address.

Taft State Hospital
Taft, Oklahoma 74463 - Phone: 687-4436

Psychiatric inpatient treatment for the mentally ill. Outpatient

treatment for discharged patients in area served.

Talihina Medical Center (Indian Hospital)
Talihina, Oklahoma - Phone: 58 and 175

Service available to the five Indian tribes. Service includes medical diagnosis, surgery, hospitalization, out-patient care, physical therapy, and rehabilitation. In addition, opportunities for study in grade and high school are available to hospitalized persons. For information or service contact the above address.

The Golden Door (Nursery for Mentally Retarded Children)
601 E. Rickenbacker, Midwest City, Oklahoma 73110

Nursery for mentally retarded children. Open each Wednesday morning - 9:30 until 12:00, pre-school activities offered.

The Hissom Memorial Center
Sand Springs, Oklahoma - Phone:
Oklahoma City, Oklahoma - Phone: 521-3646

Institutional care of mentally retarded children.

The Psychological Clinic
Building 31, South Campus,University of Oklahoma
Norman, Oklahoma 73069
Phone: 536-0900, Ext. 2443

Psychological testing and evaluation, children and adults. Personal counseling, children and adults.

Tipton Home, The
Tipton, Oklahoma - Phone: 121

Serves all of Oklahoma. Provides medical and hospital service, educational opportunities, and vocational training. Available to children declared needy by court. For information or service contact local welfare agency, public health department, or church.

Tulsa Children's Medical Center
4818 South Lewis, Tulsa, Oklahoma - Phone: 747-7542l

This center includes Children's Hospital, Child Guidance Clinic, Mental Retardation Training Center, and Sunnyside School for Retarded Children. These agencies serve the northeast section of Oklahoma.

1. Children's Hospital - provides all medical, nursing, and other care for children including inpatient care for psychiatrically ill and emotionally disturbed children.
2. Child Guidance Clinic - a clinic for diagnostic study and treatment for children, up to 18 years of age, who have emotional proglems and other problems of adjustment. In addition the clinic offers consultation service to

parents, physicians, and schools about individual cases.

3. Mental Retardation Training Center - primary purpose of the center is to offer post graduate training for physicians, psychologists, social workers, teachers, and other allied personnel in all aspects of mental retardation. In addition the center assists in organizing facilities for helping children, their parents, and others who work with them.

4. Sunnyside School for Retarded Children - The school provides training and social experiences for children not accepted in the special classes of the Tulsa Public Schools and gives guidance and counseling for parents of these children. For information regarding service call or write the above address.

Tulsa Education Foundation, Inc.
1515 South Quaker, Tulsa, Oklahoma 74120
Phone: 583-2328

Special education for children with learning problems which have prevented satisfactory progress in normal classroom situations.

Tulsa Association for the Blind
5410 East Admiral Boulevard,
Tulsa, Oklahoma - Phone: 835-6565

Serves Tulsa and surrounding area. Provides employment for blind and other handicapped persons in its broom factory. Any handicapped person is eligible to apply. Hiring is usually done through Vocational Rehabilitation, but application can be made directly to the manager.

Tulsa Boys' Home
729 South Quincy, Tulsa, Oklahoma
Phone: 585-1596

Serves Tulsa county - provides home for boys age 10 to 16 years from broken homes, sons of widowed mothers who are forced to work, and for those with severe behavior difficulties that may lead to delinquency. For service contact the case worker or superintendent at the above address.

Tulsa Cerebral Palsy Association, Inc.
P. O. Box 7326, Tulsa, Oklahoma - Phone: 447-5985

Serves Tulsa and surrounding area. Provides community education regarding cerebral palsy. Supports pre-school nursery for physically handicapped children, assists in providing recreation and vocational training for the physically handicapped. For information or application for assistance, contact Children's Medical Center, 4900 South Lewis, Tulsa, Oklahoma.

Tulsa County Council for Mentally Retarded Children
Tulsa, Oklahoma - Phone: 939-5075

Serves Tulsa and surrounding area - an organization of parents whose purpose is to improve the welfare of mentally retarded children and give guidance to parents of retarded children. For information contact the above

address.

Tulsa Hearing Society
3710 South Xanthus,
Tulsa, Oklahoma - Phone: 742-6876

Serves Tulsa and surrounding area. Service includes a testing program to determine the hearing ability of children and adults. Lip reading classes for adults. A nursery education program for deaf children, ages 2½ to 4. Also community education provided by special speakers. For information contact Children's Medical Center, 4900 South Lewis, Tulsa, Oklahoma.

Tulsa Recreation Center for the Physically Limited
1615 East 12, Tulsa, Oklahoma - Phone: 584-8607

Sponsored by National Council of Jewis Women - serves Tulsa and vicinity - provides recreational program for all physically handicapped over six years of age. Social center, program of ceramics, leather work, oil painting, and other carfts. For information call, write, or visit the above address.

Tuberculosis Association, Oklahoma
2442 North Walnut, Oklahoma City, Oklahoma
Phone: 232-9029

Serves all the state through local and county chapters. Provides medical diagnosis, chest X-Ray program, counseling and guidance regarding medical service. Education program includes special speakers, films, literature, etc. For service contact headquarters at the above address.

United Cerebral Palsy of Greater
Oklahoma City Development Center
3701 S.W. 29th Street
Oklahoma City, Oklahoma 73119 - Phone: 681-5363

Day care for children who cannot attend school, Development Center and activities of daily living. Speech therapy services are sponsored by U.C.P. Sheltered Workshop and work activity offered to handicapped adults includes adjustment training, prevocational evaluation and training, pre-vocational evaluation and training and guidance services, recreation.

Cerebral Palsy parent groups meet monthly with speakers and counseling sessions.

University of Oklahoma
Norman, Oklahoma - Phone: 325-2111

1. Department of Special Education - serves all of Oklahoma - trains teachers to teach exceptional children, psychological evaluation of children, counseling and guidance for parents. For information contact the Director of Special Education at the above address.

2. Remedial Reading Clinic - serves all of Oklahoma - testing and diagnosis of children with reading problems. Remedial reading instructions for children and adults. For information contact the Director of the Reading Clinic at the above address.

University of Oklahoma Hospital
800 N.E. 13, Oklahoma City, Oklahoma - Phone: 236-1366

Includes Children's Memorial Hospital. Serves all of the state. Provides all medical services including hospitalization, surgery, preventive, physical therapy, out-patient service, etc. For information call or write the hospital.

Veterans Administration (Regional Office)
Muskogee, Oklahoma - Phone: 235-2644

Serves all the state of Oklahoma with nine branch offices located in major cities throughout the state. Service to honorably discharged veterans of World War I, World War II, and Korean Conflict or their dependents. Medical care, counseling for securing needed services, outpatient treatment, pensions, and death payments to dependents, assistance in securing GI loans, education and training under the GI Bill, including the War Orphans Education Assistance Program. For information or service contact any Veterans Administration Office.

Wagon Wheel School, Inc.
McCloud, Oklahoma 74851 - Phone: 964-3520

Boarding school for children with average or high I.Q.'s who are retarded educationally because of an emotional problem.

Western Oklahoma Tuberculosis Sanatorium
Clinton, Oklahoma - Phone: 1003

Serves all of the state. Provides medical diagnosis, hospitalization, outpatient treatment, and information about treatment and rehabilitation. To secure service contact local physician or write the hospital Superintendent at the above address.

Whitaker State Home
Box DD, Pryor, Oklahoma

Serves all of the state. Provides home and medical care for orphaned, abandoned, or neglected children. Educational opportunities provided through Pryor Public Schools. Commitment made by County Court.

CHAPTER IV

The Primary Program

HEALTH

I. Cleanliness and Personal Health

A. Come to school with face and hands washed, teeth brushed, hair combed, under and outer clothes clean and properly fastened, and shoes tied.

B. Wash hands after using rest room and before and after eating, using individual paper towels at school.

C. Keep fingernails cut and clean.

D. Brush teeth after breakfast and at bedtime; teach correct use of tooth brush.

E. Know when and how to blow nose and in manner not objectionable to others. Use paper tissue instead of picking nose. Bring individual packages of tissue to school.

F. Cover mouth and nose when coughing and sneezing.

G. Teach control of hiccoughs and belching.

H. Avoid putting pencils, fingers, etc., into mouth, nose, ears, eyes.

I. Drink from fountain properly.

J. Refrain from spitting on floors, steps, and people.

K. Take daily bath in warm weather, two baths a week in cold weather, shampoo weekly.

II. The Body, Its Care and Functions

A. Naming and locating parts of body, head, eyes, eyebrows, eyelashes, nose, throat, cheeks, mouth, chin, jaw, tongue, shoulder, chest, back, arms, wrists, elbows, fingers, ribs, stomach, legs, knees, ankles, shins, toes.

B. Simple functions of bodily parts; what use each part plays, such as "We hear with our ears, we see with our eyes."

C. Care of eyes

1. Proper light for reading
2. Use and care of glasses
3. Protection from sharp objects

D. Care of ears

1. Keep objects out of ears
2. Report earache or running ear or inability to hear
3. Protection from blows
4. Relationship of ear-trouble to improper blowing of nose

E. Care of nose and throat

1. Proper blowing of nose
2. Relationship of disease to picking nose
3. Keeping out foreign objects
4. Report sore throat

F. Care of feet

1. Proper fitting shoes
2. Athletes foot
3. Plantar warts

G. Good posture

H. Sleep and rest

III. The Foods We Eat

A. Food categories

1. Dairy products
2. Vegetables and fruits
3. Meat and eggs
4. Breads and cereals
5. Desserts

B. Naming and classifying common foods, e.g., carrots are a vegetable; apples are a fruit.

C. Proper diet

D. Good eating habits

1. Regular meals
2. Proper chewing of foods
3. Table manners
4. Willingness to try new foods
5. Avoid wasting food

IV. Clothing and Seasonal Dress

A. Identification of various garments

B. Proper choice for different seasons

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C. Care of clothing

V. Health Services

A. School health services

1. Nurse
2. Doctor
3. Psychologist

B. Community health services

1. County health department
2. City out-patient clinics
3. Traveling T B Units

VI. Activities and Health Experiences

The Primary Program

HEALTH UNIT
MY OWN HEALTH BOOK

Purpose

This unit should teach the children the basic rules of good health; that good health contributes to well being and happiness.

Understandings to be developed

1. Cleanliness is important to good health.
2. The home is where we start our good health practices.
3. We continue these practices at school.

Skills to be developed

1. Reading Skills

   a. Reading charts and health booklets
   b. Organizing experience stories based on good health practices

2. Language Skills

   a. Learning to express self in language appropriate at this level
   b. Developing ideas orally

3. Writing Skills

   a. Copying experience stories into the health book
   b. Writing words that pertain to health and health rules

Approach

1. Encourage children to talk about good health practices in the home.

2. Interest them in coming to school with their hands and faces washed, hair combed, clothes neat and clean

3. Have daily health inspection by captains or monitors.

4. Arrange an attractive bulletin board with pictures of children cleaning teeth, getting a good night's sleep, playing outdoors, eating a balanced meal.

Teacher-Pupil Planning

1. Children make a list of questions; find answers to put in health booklets.

2. Teacher should use ruled chart paper or oaktag with letters large enough so those at the back of the room can see and copy without difficulty.

Questions

1. When should I wash my hands?

2. How often should I clean my teeth?

3. Why should I keep my fingernails cut short?

4. Why can't I stay up late on week nights watching television?

Activities and Procedures

Amount of reading material is by necessity limited to experience stories dictated by the children to the teacher with guidance of the teacher.

1. Make a health chart, or use one put out by a nationally known soap company. (Individual)

2. Illustrate health practices with words and sentences.

3. Draw or cut out and paste appropriate illustrations.

4. Suggested topics for experience stories:

   How I Brush My Teeth
   The Right Way to Sit and Stand
   What to do When You Have a Cold
   Play Makes you Healthy

Language Activities

Work with the group to formulate some health rules which could be understood by all the children. Record rules on chart paper and post somewhere in room.

Written Activities

Keep a daily record of health practices at home and in school. The record, which could be a health booklet, may be made on 9 x 12 newsprint folded into booklet size and stapled together.

Use record in a directed writing lesson.

Other Activities

1. Provide opportunity to wash hands before going to lunch to put in practice good health habits.
2. Dramatize skits of the wrong way and the right way to start out the day.
3. Puppet show.
4. Make an attractive cover for booklet of construction paper and colored illustrations.
5. Film strips on good health.

Health Slogans

These slogans may be written on the board as a directed writing lesson or used in a health booklet.

"See Red
Use your head"

"A Word to the wise
Use your eyes"

Traffic Lights

Red light, red light
What do you say?
I say "Stop!"
And stop right away!

Green light, green light
What do you say?
I say, "Cross!"
First look each way.

Johnny has a brand new bike
He rides to school each day
Being watchful and alert
He's safe along the way.

Swing on the swing
But no too high
Be sure no one is going by.

Sit on the swing
But do not try
To swing as high
As the sky.

Riding on the Bus

Bus rides are fun for everyone
If our safety rules we keep;
Please sit quietly until it stops
Then you may leave your seats.

Safety Song
(with illustrations)

Look to the right
Look to the left
When you cross the street.
Look for the cars
Look for the trucks
When you cross the street.

Health Resources and Materials

1. **Proctor & Gamble Health check list**
2. **Dental Kits**
3. **Dairy Council materials**
4. **Film and film strips**
5. **Illustrated health books**
6. **Keep fingernail brush, scissors, emery board, combs, band-aids in desk or cupboard.**
7. **National Safety Council**

SAFETY

I. Curriculum Content
  A. Safety at School
    1. In the building
    2. On the playground
  B. Safety on the Street
    1. Some safety rules
    2. Bicycle safety
  C. Safety at Home
    1. Causes of accidents on stairways and floors
    2. Causes of accidents in bathrooms
    3. Fire hazards
    4. Dangers of electricity
    5. Dangers of handling guns and war souvenirs

II. Activities and Experiences
  A. Safety at School
    1. In the building
      a. Classrooms
        (1) Stay ro right leaving or entering room; look where you are going

(2) Sit on chairs correctly--feet out of aisle
(3) Carry chairs with back toward you
(4) Keep coins, pencils, marbles out of mouth
(5) Move desks, etc. carefully to avoid mashing fingers
(6) Walk in room
(7) Carry scissors with points downward
(8) Only the teacher operates paper cutter
(9) Open doors with handles--do not put hands on glass
(10) Avoid touching hot radiators
(11) Know what to do in fire and disaster drills

b. Halls
1) Obey school patrols
(2) Walk and stay to right; look in front of you
(3) Go down and up stairs one step at a time
(4) Take turns at fountains--avoid pushing and shoving

c. Cafeteria
(1) Walk in cafeteria--look where you are going
(2) Carry tray with both hands
(3) Pull up chair close to table--feet under table
(4) Pick up any dropped food or papers

d. Restrooms
(1) Do not leave water running; avoid getting water on the floor
(2) Always flush toilet after using
(3) Put only toilet tissue in stool

2. On the playground
a. Play on assigned area
b. Obey school patrols
c. Watch when running to avoid accidents
d. Do not crowd jungle gym
e. Play away from swings
f. When playing on merry-go-round get off or on when it is not in motion
g. Do not throw balls toward building
h. Do not climb on fire escapes or building
i. Avoid pushing and shoving; also grabbing other children's clothing
j. Pick up broken glass, nails, cans, splintered boards, etc.
k. Fill in any holes on playground

B. Safety on the Street
1. Some safety rules
a. Obey school patrols, policeman, school guards
b. Look all ways before stepping off curb to cross street
c. Walk across street--never run
d. Avoid jay walking
e. Obey traffic lights
f. Be extra careful in bad weather
g. Do not cross street from between parked cars

h. Do not play in street
i. Do not fly kites in street
j. Do not hitch rides on back of trucks or cars
k. Never get into a stranger's car

2. Bicycle safety
   a. Learn traffic rules
   b. Keep bicycle in repair--check brakes often
   c. Do not ride bike in rainy weather
   d. Learn to ride bike in a park or other safe place; stay off the street until you can ride well
   e. Keep to right--in town stay close to curb
   f. Give pedestrians the right of way
   g. Ride without wobbling and avoid sharp turns. Weaving through traffic is dangerous. Avoid fast riding over slippery or rough roads
   h. Observe rules of courtesy while riding
   i. Bikes should not carry more than one person
   j. Ride in a straight line and in single file, do not ride abreast another bike rider.
   k. Peddle your own bike and do not hitch your bide to a car, truck, etc.
   l. Avoid night riding
   m. Do not try to carry an object on one hand or ride in the street without holding handlebars.
   n. Avoid busy streets

C. Safety at Home
   1. Causes of accidents on stairways and floors
      a. Toys and other articles
      b. Waxed floors--rugs on waxed floors
      c. Loose carpets, boards, stair treads, or nails
   2. Causes of accidents in bathrooms
      a. Slippery tubs or floors
      b. Soap left on floor or in tub
      c. Unlabeled medicine
      d. Touching electrical equipment with wet hands
      e. Having water too hot
      f. Leaving small children in bathroom alone
      g. Playing with razors
   3. Fire hazards
      a. Playing with matches or lighters
      b. Burning trash or starting bonfires
      c. Playing near stoves or heaters
      d. Playing with gasoline
      e. Lighting gas stoves
      f. Plugging in electric heaters, irons, etc.
   4. Dangers of electricity
      a. Improper handling of electric switches or equipment

D. Suggested Activities and Experiences

   1. Discussions
   2. Dramatizations using toy cars and figures on floor or table

to illustrate street safety
3. Games and songs
4. Demonstrations and talks by school guard, policeman, safety personnel
5. Scrapbooks
6. Drawings, murals, and dioramas
7. Exhibits and posters
8. Films and filmstrips
9. Scale model of a home and furnishings to illustrate home safety
10. Trips
11. Other activities
    a. Encourage bike owners to participate in inspection
    b. Listen to radio and television talks on safety
    c. Make a safety dictionary
    d. Learn to read traffic and safety signs

The Primary Program

SAFETY UNIT
STOP, LOOK, AND LISTEN

Purpose

To develop in children awareness of the dangers of traffic and their responsibility to learn and observe traffic rules and regulations which constitute good safety practices.

This unit should be developed during the orientation period in September. These are ongoing understandings which will be developed throughout the year, with frequent evaluations. Different phases of this unit should be receiving emphasis during the entire school year as much repetition is needed to produce a growing awareness of each child's responsibility to learn and practice safety. Our goal is preparing the child for the time that will arrive when he will be on his own on the streets. School and home should work together in safety education. Parents should be informed as to what particular phase is being taught as unit develops so they may reinforce teacher's efforts.

Understandings to be Developed

1. Fundamental street safety practices
2. The responsibility of each child to learn and practice street safety.
3. To obey policemen, school guards, and school patrols.

Approach to Unit

Interest in unit may be outgrowth of some current accident involving a child, or the following suggestions may provide motivation for the unit:

1. Display a street safety poster or picture such as one provided by American Automobile Association.
2. See a film on Street Safety.
3. Tell a story using flannel graph.

Teacher-Pupil Planning

Group participation is a necessary part of such planning. As far as possible develop questions with children--questions for which there is need for them to learn the answers. Such questions may be written on the board by teacher, then transferred to a large ruled chart. Keep the questions for reference throughout the development of the unit. Children are not expected to be able to read these questions. Some questions that might be raised to guide the activities are: (perhaps only one or two questions will be raised and considered at a time)

1. Why should we stop at corners before crossing the street?
2. Why should we walk across the street; Should we ever run?
3. What does the green light tell us? the red light? the yellow light?
4. Why should we look all around before crossing the street?
5. Why should we walk in painted crosswalks?
6. Why should we not cross the street from between parked cars?
7. Why should we not play in the street?
8. Why should we not run into the street for a ball?
9. Why should we never play in a driveway or behind a car parked on a driveway?
10. Why should we be extra careful in bad weather?
11. Why should we never hitch a ride on a truck or a car?
12. Should we ever get into a stranger's car?
13. In what way does the policeman and school guard help us?
14. Why should we obey the school patrol?
15. Why should we be very careful when shutting a car door?
16. Why should we get out of a car on the curb side?
17. If we have a bike, why should we learn to ride safely?

Suggested Activities and Experiences

1. Make trips in school neighborhood to observe traffic regulations and traffic signs.
2. Invite a policeman, school guard, or safety official to talk with children.
3. Discuss safety pictures and posters.
4. Discuss how accidents can be prevented.
5. View films and filmstrips pertaining to street safety.
6. Dramatize safety practices using toy cars and figures representing people on the floor or table.
7. Puppet plays.
8. Draw safety pictures.
9. Refer to "Traffic Safety Guide" by American Automobile Association which accompanies each safety poster for many suggested activities.
10. Learn simple safety songs.

Evaluation

The development of the understandings in this unit will be ongoing throughout the year. Teacher evaluation of the children's growth in these understandings will be made frequently.

Has this unit improved attitudes and behavior in regard to safety rules and practices? Are children becoming safety conscious? Are children developing in personal responsibility?

Children may evaluate their own growth by observing and reporting on ways in which safety rules and practices are followed.

(Rural teachers to adapt)

The Primary Program

SOCIAL EXPERIENCES

I. Title

Getting Acquainted with Ourselves, Our School, and Our Community.

II. Introduction

This unit is designed for use in a primary educable mentally handicapped class. It is intended for use at the beginning of the fall school term to orient the student to the classroom and the school, and to acquaint him with some of the people in the community who help him in his daily living. The problems of getting acquainted with ourselves and our school are intended to serve more as a review than actual study because the majority of these students will be children who spent the last school year in the same classroom. However, this information needs to be thoroughly covered if "educable" children are to benefit from the experiences they will have throughout school.

III. Objectives

A. General

1. To help the child develop usable vocabulary in conversation about school material and equipment with other children, teacher, principal, and parent
2. To help the child understand school organization, the physical plant, equipment, and materials necessary for everyday work
3. To develop a knowledge of the many ways of making a living in the community
4. To develop an understanding that many people contribute to the welfare of the community besides the postman, fireman, and policeman, who are easily recognized.

B. Specific

1. To develop the following concepts:
   a. Willing to do his share
   b. Ready to help others
   c. Respect others' property and feelings
   d. Cultivate a sense of fair play
   e. Respect public property
2. To help relate family experiences to school living
3. To find out about as many workers in the community as possible
4. To realize we must all be community helpers

IV. Approach

A. Every child has a natural curiosity and desire to investigate the school building. The first day of school the following materials should be available, with selected ones on display.
   1. Drawing paper and crayons
   2. Puzzles, peg boards, and sticks
   3. Picture and story books arranged in a library corner
   4. Blocks and trucks
   5. Sand table and sand toys
   6. Pictures of children going to school
   7. Pictures of children having fun with their friends
   8. Pictures of community helpers
   9. Pictures of schools and playgrounds
   10. Map of the school
   11. Map of the community
   12. Pictures of safety signs

B. Discussion of the children's summer experiences and questions about materials serve as a motivating force.

V. Outline of content

A. Background

Reasons for studying the unit. Why we need to learn to get along with other people and know more about the people in our community.

B. Getting acquainted with each other
Learning the names and something about the other children in the room

C. Getting acquainted with our school

   1. How we can be friends at school
   2. Location of rooms in the building
   3. How we can learn about our playground
   4. Why we have rules and what they are
   5. The policies of our school
   6. How we can be safe on the way to the from school
   7. The people who help us in the school

D. Getting acquainted with our community

1. People who help us every day
2. Community helpers who come to our school
3. What our fathers do to help the community
4. How we can all be community helpers

IV. Activities

A. Songs about children, school, and community
B. Playing of rhythm instruments
C. Map of school
D. School and Community excursions
E. Classbook–Our School
F. Map of community showing safest route for child to travel to and from school
G. Record of safety rules practiced and broken
H. Making traffic signals
I. Experience charts of father's work in the community
J. Grocery corner in the room
K. Speakers, policemen, firemen, etc.
L. Rolled newspaper figures of community helpers
M. Movie we make–*People Who Live in Our Town*
N. Building a sand table community
O. Creative drawing, painting, and modeling

VII. Correlation with other subjects

A. Language Arts
1. Reading
a. Stories about friends, schools and communities
b. Experience charts
c. Charts of class, schools, and community rules
2. Speaking
a. Placing the vocabulary of the unit in the speaking and listening vocabularies of the child
b. Vocabulary list

(1) school
(2) door
(3) scissors
(4) books
(5) names
(6) flag
(7) bell
(8) doctor
(9) window
(10) cut
(11) draw
(12) nurse
(13) paper
(14) hall
(15) sing
(16) policeman
(17) pencil
(18) teacher
(19) chair
(20) blackboard
(21) postman
(22) fireman
(23) barber
(24) baker
(25) rules
(26) community
(27) helper
(28) map
(29) storekeeper
(30) milkman

3. **Writing**

   Writing or printing words, sentences, or stories about the various phases of the unit

4. **Listening**

   Listening to stories and speakers

B. Art

1. **Drawing and painting pictures related to the unit**
   - **a. Our school room**
   - **b. Our school building**
   - **c. Children on the playground**
   - **d. Buildings in our community**
2. **Building a sand table community**
3. **Rolled newspaper community helpers**

C. Dramatics

Acting out ideas from the unit
1. **Helping others**
2. **Work of community helpers**

D. Physical Education

1. **Dramatic play**
2. **Action songs and games**

E. Arithmetic

1. **How far does each child live from school?**
2. **How many children are there in the room?**
3. **How many windows, doors, etc., in room and building?**
4. **How many people help us in the community?**

F. Social Studies

1. **Locating our town on a state map**
2. **Locating our school on a city map**

G. Science

1. **Locating the points of the compass**
2. **Rules for healthy and safe living**

VIII. Culminating activities

- **A. Showing movie we made--*People Who Live in Our Town***
- **B. Review of safe paths to school**
- **C. Summary of community helpers and how they help us**

D. Rhythm band music -- Do You Know?

IX. Evaluation

A. Observation
B. Samples of children's work
C. Have the objectives been accomplished?
   1. Can they work better by themselves and in groups?
   2. Can they find other rooms in the building?
   3. Do they show more independence in getting out and replacing materials?
   4. Has improvement been shown in:
      a. Handling tools, books, and language?
      b. Muscular control?
      c. Speaking?
      d. Reading?

Suggested Lesson Plans

I. Introductory Lesson

A. Objective
   1. To welcome the students to school
   2. To motivate interest in the unit

B. Review

   Discussion of summer activities

C. Getting acquainted with each other
   1. Name tag for each child
   2. Discussion of what each child likes to play
   3. Playing games as a group
      a. Who Has Gone?
      b. Who's Got the Button?
   4. Time to visit and get acquainted with materials in the room
   5. Choosing a place to sit
   6. Locating washrooms and drinking fountain
   7. Pledging allegiance to the flag
   8. Relating living at home to living at school
   9. Arithmetic
      a. Number of windows in the room
      b. Number of doors in the room
      c. Number of children in the room

D. How can we be friends at school?

   1. Children's questions
   2. Welcoming new pupils
   3. Helping others
   4. Making visitors happy
   5. Songs

a. *Hello*
b. *Knock,Knock , Who's There?*
c. *Ding, Dong, School Bell's Ringing*

II. Getting Acquainted With Our School

A. Objective

To familiarize the child with rooms within the building, the rules of the school and of the playground.

B. Our school

1. **Purpose**
2. **People who make it run smoothly**
3. **Meaning of school**
4. **Duties of staff and pupils**
   a. **People who work in our school**
   b. **People who come to our school to help us**
5. **Locating the office and cafeteria**
6. **Our custodian**
   a. **His duties**
   b. **How we can help him**
7. **Number of rooms in building**
8. **Location of exits**
9. **Songs**
   a. *School Days*
   b. *Happy Are We*
   c. *It's Clean Up Time*
10. **Learning why rules are necessary**
    a. **In the room**
    b. **In the halls**
    c. **In the washroom**
    d. **On the playground**
    e. **The fire drill**
    f. **Entering and leaving the school**

C. Excursion of school building and playground.

III. How We Can be Safe on the Way To and From School

A. Objective

To help the child select the safe route for him to travel

B. Map

1. **Locating each child's home on the map**
2. **Locating the school on the map**
3. **Number of blocks child lives from school**
4. **Busy crossings**
5. **Traffic signals**

6. Route child should travel

C. Discussions of safety rules
   1. Walk to school with someone else
   2. Crossing streets
   3. Junior Police--Their duties and how the child can help

D. Book-*Red Light, Green Light*

IV. Getting Acquainted with our Community

A. Objective

To help child realize the vast number of people who live and work in his immediate community and help him understand some of the things he can do to help these people.

B. People who help us every day. (List on chart to keep.)

Who are the community helpers who affect our daily living?

1. Fireman
2. Storekeeper
3. Policeman
4. Postman
5. Baker
6. Barber
7. Gasman
8. Milkman
9. Doctor
10. Nurseryman and Florist
11. Minister
12. Carpenter

Let children number helpers in the order they wish to study them and number the following lessons accordingly.

FIREMAN

A. Discussion questions

1. How does the fire station help the community?
2. Who works there?
3. How do you call the fire station?
4. How are fires put out?

B. Story

The Little Fire Engine

STOREKEEPER

A. Discussion questions

1. What kinds of stores are there in the community?
2. What do the different stores sell?
3. How is the merchandise delivered? Handles? Displayed?
4. How does the grocery store look?

5. How are fruits and vegetables loaded and unloaded? How are they displayed?
6. Where does the grocer obtain his merchandise?
7. Part the farmer plays in our daily life
8. How are foods kept fresh?

B. Introduce song--*Do You Know?*

C. Stories to read

1. *This is The Bread That Betsy Ate*
2. *Ted and Nine Go to the Grocery Store*
3. *The Little Town*
4. *Jimmy, The Groceryman*
5. *Supermarket Secret*
6. *Five and Ten*

D. Community excursion to see the various types of stores.

POLICEMAN

A. Discussion questions

1. How do the police help the community?
2. Why does the community have rules?
3. What do policemen do?
4. How does the policeman help you?
5. How do you call the police station?
6. How are people who break rules punished?
7. Who makes the rules for the community?

B. Poem

I'm the Police Cop Man

POSTMAN

A. Discussion questions

1. How does the post office help the community?
2. How is mail brought to the post office?
3. What kinds of stamps are there?
4. What happens to a letter mailed at the post office?
5. How is mail sent from one city to another?
6. What services does the post office give?
7. How is mail delivered within a city?

B. Poem

The Postman

C. Song

Do You Know?

DOCTOR

A. Discussion questions

1. **How are the sick cared for in our community?**
2. **How does the doctor help you? The dentist?**
3. **What is an ambulance?**
4. **What is a hospital? A clinic?**
5. **Who is your doctor and how can you call him?**
6. **Why do we have health examinations?**
7. **Do you know your school nurse?**
8. **Where do you take your pet when he is sick?**

B. Poem

The Dentist

C. Story

Doctor Dan, The Band-Aid Man

MINISTER

A. Discussion questions

1. **How many different churches are in the community?**
2. **How does our minister help us?**
3. **How does the minister help the community?**
4. **How does the church relate to the home and the school?**

B. Speaker

Minister speaking on: How we can all help the community.

OTHER HELPERS

- **A. Baker**
- **B. Barber**
- **C. Gasman**
- **D. Milkman**
- **E. Nurseryman and Florist**
- **F. Carpenter**
  1. **Discussion questions**
     - a. **How do each of these people help us?**
     - b. **What are their duties in the community?**
  2. **Poems**
     - a. *Barber's Clippers*
     - b. *The Milkman*
     - c. *The Milkman's Horse*
  3. **Story**

V. Excursions to see some of these people at work in the community

A. Community helpers who come to our school

1. Objective

To help the child realize the number of people required to maintain the school.

2. Discussion of the workers who come and what each does to help the school.

B. How our fathers help the community

1. Objective

To help the child gain an understanding of the work his father does and how this job helps the community.

2. Prepare Ditto's list for each child to take to his father

a. What kind of work do you do?
b. When do you go to work?
c. How long do you work?
d. Do you use any tools in your work?
e. How do you use them?

3. Develop an experience chart about each child's father

C. How we can all be community helpers.

1. Objective

To help each child realize that he has a definite place in the community and responsibilities to that community.

2. Discussion of how we can help the community

a. Obey the rules of the community.
b. Help our community workers.

Notes:

1. While these various lessons are being carried on, the activities listed in the unit will be in progress in the most appropriate place.

2. It is estimated that this unit will run from four to six weeks. No attempt will be made to cover one lesson per day.

The Primary Program

LANGUAGE ARTS

1 Communication1

Experiences in Communicative Skills--Educable mentally handicapped children need many experiences in the communicative skills; listening, observing, speaking, reading, writing, and spelling. Major emphasis should be placed on the listening, observing, and speaking skills instead of the reading, writing, and spelling skills as these children throughout life will depend more on the first three listed skills in receiving and giving information than the latter three skills.

1. **Reading--insert material under this heading**
2. **Writing--insert material under this heading**
3. **Spelling--insert material under this heading**
4. **Speech--as follows:**

SKILLS	ACTIVITIES
A. Listening	Discussing values of listening:
1. Recognize the importance of careful listening.	(a) getting information one needs to become a member of a group or to attempt a task (b) contributing to a group situation (c) dramatizing "What happened when I did not listen" (d) showing a completed work sheet in evaluating effective listening (e) discussing the importance of listening for and observing traffic signals, bell, etc.
2. Establishing the purpose for listening.	To follow directions Dramatizations Enjoying a story
3. Setting the stage for good listening	Arrange seating Clearing desks Getting comfortable Making hands and feet "listen" Looking at speaker Keeping objects out of hands

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1 Credit acknowledged for use of several items listed under Listening and Speaking Skills as enumerated in *A CHART OF SKILLS IN ORAL AND WRITTEN COMMUNICATION*--Kindergarten through Grade 12--Tulsa Public Schools, Tulsa, Oklahoma, 1958.

4. Learning desirable ways to respond to speaker both physically and mentally	Discuss appropriate responses: (a) nodding (b) clapping (c) laughing at appropriate time (d) asking questions (e) commenting
5. Recognizing the interrelationship between speaking and listening	Speaking with the group in choral speaking Delivering Messages orally from classroom to classroom, or classroom to home Discussing the statement: Listen to others as you would have them listen to you.
6. Listening for specific facts	After viewing a film, hearing a story or an announcement or watching a demonstration, check for the main ideas and answers to questions
7. Listening to be able to recall	Following plans that were set up in teacher-pupil planning Dramatizing or carrying out simple directions Retelling events or a story in time sequence Recalling ideas
8. Listening for enjoyment and appreciation	Telling or drawing the part of the story that made one laught Enjoying the lilt of words in poetry or song by acting out the rhythm Drawing pictures of a story or poem after the teacher has read it aloud
9. Recreating and experience	Answering such questions as: (a) How did the lines about the wind make you feel? (b) What did the song make you see?
10. Identifying with a character in a story	Finishing an interrupted story Relating one's own experience to the one in the story
11. Understanding vocabulary	Playing guessing games in order to identify familiar objects by correct names Saying, telling, and acting out the meaning of new words learned in

	discussions and stories Telling new things learned from listening to a story or watching a film Participating in "show and tell" time
12. Listening to evaluate situations	Discussing and/or dramatizing behavior, care of materials and equipment, etc. Telling why a program, recording, party, game, or film was enjoyed Answer such thought provoking questions as: Did Jim do the right thing to pick up the baby bird? Would Jill have been happier if she had stayed at home? Examining finished work to evaluate how well directions were followed.
B. Speaking	
1. Organizing ideas	Exchanging ideas in making plans: (a) making daily plans (b) planning a trip, party, or playhouse
2. Talking in sentences	Telling a story in time sequence; telling the part of the story one enjoyed the most. Saying jingles and rhymes
3. Giving information	Making an announcement telling *who, what, where, when, why* Showing and telling how something was made
4. Choosing the appropriate word	Dramatizing familiar rhymes, and supplying words to finish rhymes
5. Speaking with spontaneity and enthusiasm; participating willingly	Participating in finger plays and choral speaking Saying poems from memory Composing and reading sentences To develop proper usage To eliminate gross grammatical errors from speech: The boys *aren't* here. (ain't) I *saw* Jimmy in the hall. (seen)
6. Eliminating "baby talk"	Joining in exchange of ideas in informal conversations, discussions,

	and news periods. Saying familiar rhymes and jingles
7. Speaking naturally	Explaining the story one's picture tells Naming individually or collectively the pictures on speech cards and charts
8. Adjusting voice so that all can hear	Composing and saying together nonsense rhymes to practice difficult ending consonant sounds
9. Being sensitive to the audience	Recounting with teacher guidance, experiences that serve as background for story to be read Reading aloud a part of the story in which the characters are talking
10. Learning when and how to interrupt a conversation or a discussion	Dramatizations: (a) at home (b) at school (c) at church
11. Staying on the subject	Joining in group conversations, discussions, and news periods
12. Being understood over the telephone	Dramatizing a telephone conversation, then checking, with group assistance, these points: (a) Did I hold the receiver correctly and speak directly into the mouthpiece? (b) Did I greet the person? (c) Did I tell who I am? (d) Did I speak clearly and naturally? (e) Did I tell what was wanted? (f) Was I polite? Listing and saying collectively, then individually, words one uses when talking on the telephone: hello will you call her who is do you thank you that is goodby call him
13. Making introductions	Dramatizing simple introductions (a) Miss Brown, this is my brother, Robert. (b) Mary, this is Sue. (c) Mother, this is my teacher. (d) Jerry, this is Tommy.

14. Learning and using greetings and other courteous words and phrases	Actual Classroom situations and dramatic play: Good morning, hello, goodbye, thank you, please, excuse me, I'm sorry, yes (instead of uh-huh or yeah), no (instead of nope)
15. Using the body to convey meaning	Pantomiming a nursery rhyme or play Participating in dramatic play: school, house, store, doctor's office, and playing Indians

II. Readiness Experiences[2]

A. Readiness Concept

Readiness for reading depends upon individual rates of growth in all aspects of development: physical, social, emotional, and mental. It is a stage of growth and sufficient maturation for undertaking certain learning experiences which must be reached before learning can take place. The child's level of development must be considered in relation to learning to read. The following general principles of readiness must be recognized by teachers:

1. The mentally handicapped are much slower than the normal in learning new experiences. The richer the background of experiences is, the more ready the child is to enter a reading experience.

2. The maturation rate of the retarded is slower than that of the average child.

3. There is an orderliness of growth and development in a succession of stages as in the normal child, however prolonged it may seem to be.

4. The teacher must consider the level of development for each child in his relation to learning.

B. Factors in Readiness

1. Physical Factors

   a. The general health should be up to par. The retarded child, due to his socioeconomic background, may not always experience good general health.

2Credit is acknowledged for the general outline in the introduction to Readiness Experiences from *A CURRICULUM GUIDE FOR TEACHERS OF KINDERGARTEN IN THE TULSA PUBLIC SCHOOLS.* It has been adapted to fit the needs of the mentally handicapped.

b. Good muscular coordination. The retarded child quite often shows evidence of poor muscular coordination.
c. Speech development. Speech defects are quite prevalent.
d. Normal hearing and vision. Quite often one or both may be impaired.
e. Usually handedness has been established.

2. Social factors

a. Must be able to get along with others.
b. Must learn to take turns and to share with others.
c. Can participate in group activities.
d. Is able to assume responsibilities.
e. Must be taught consideration and thoughtfulness of others.

3. Emotional Factors

a. Must be free from unusual fears.
b. Has normal control of emotions.
c. Must show evidence of security and confidence.
d. Makes a satisfactory adjustment in the classroom.

4. Mental factors

a. Must have ability to express ideas. Much training must be done in the field of oral expression with the retarded child.
b. Must be ready for learning experiences on his level.
c. Is learning to solve problems effectively.
d. Has acquired some independent work habits.

C. Activities and Experiences in Developing Readiness

The Primary teacher has a responsibility in providing for the following aspects of readiness development.

1. Providing the child with actual experiences

a. Visit places of interest such as the fire station, parks, grocery stores.
b. Participating in making a grocery store or a playhouse.
c. Planning special events such as birthday, Halloween, or Christmas parties.
d. Using such audio-visual materials as film-strips, posters, the flannel graph, opaque projector, charts, and calendars

2. Participating in dramatic play

Assuming the different roles in "The Shoemaker and the Elves," "Mother Goose Rhymes," "Sing 'n Do Records," or the socio-gram.

3. Developing the use of oral language

   a. Learning new words and understanding. (Special emphasis should be placed in this area because the child's means of communication will be mainly oral.)
   b. Learning to speak in sentences. These children need vocabulary enrichment. They want to point or to say a few phrases or let a word do for a sentence.
   c. Interpreting pictures.
   d. Enjoying poems, stories, and dramas.

4. Developing good speech

   a. Encourage children to enunciate clearly when speaking.
   b. Refer more serious speech difficulties to speech therapist or speech clinic.
   c. When possible, correct speech through classroom training. Activities and games such as "Dog, Dog, Who Has the Bone?" in which the child has to respond with the correct reply. Reciting words with alliterative sound such as "She sells sea-shells at the sea-shore," etc. Reciting Mother Goose rhymes.
   d. Set an example with a pleasant, well modulated voice.

5. Stimulating a desire to read

   a. Teacher should read a great deal to the children.
   b. A library corner can be set up in one end of the room with colorful books to attract the children.
   c. The proper care of books should be taught.

6. Training to keep a simple sequence of ideas in mind.

   a. Have children re-tell and dramatize stories
   b. Recall events in sequence
   c. Take mounted pictures of a story and rearrange in proper sequence on the chalk-ledge.
   d. Glue strips of sandpaper on backs of pictures and mount in sequence on flannel board.
   e. Carry out directions in sequence.
      Ex. 1. "Please close the door."
      2. "Go to the book shelf and bring me the red book."
      3. "Put the puzzle on the top shelf and bring me the Mother Goose book from the middle shelf."

7. Auditory and visual discrimination

The readiness period for this group will probably need to be extended over a period of two or more years. A few will need less than a year; some will need more than two years. The mental age and rate of maturation must always be kept in mind, as well as the development of an interest and desire to read.

a. Visual perception
Matching like objects, colors, pictures.
Putting puzzles together.
Matching of circle, square and triangle, and association of names.

b. Auditory perception
(1) Enjoying Mother Goose rhymes and other jingles. Understanding that certain words rhyme.
(2) Hearing beginning sounds; Hear likenesses in the beginning sounds of words such as boy–bear; dog--doll; shoe--should
(3) Naming pictures that begin alike
The children can cut out pictures that begin alike and paste them in a picture dictionary.
The teacher can hold up pictures and have the children name the ones that begin the same way.
On a large sheet of oaktag, pictures of such things as fish, fork, fan, feathers, may be be pasted and the children can name them and suggest other words that begin the same way.
The name of the picture may be printed along side the picture but the children are not expected to remember the word or words.

8. Left to right orientation

a. Using books, charts, chalk on blackboard, the teacher should swing her hand left to right.
b. In marking the days on the calendar or inserting the date, the children are acquiring a sense of left to right.
c. Counting the number line above the chalk board must always be from left to right.
d. The teacher will hold up the paper and say, "Begin over here and write this way."
e. Right and left-handed children must be helped to acquire the right movement.

III. Reading Instructions

Assuming that the child may be ready for reading, there are a number of commercial readiness tests that the teacher can give such as The

Metropolitan Reading Readiness Test, First Year Readiness Test, Row Peterson & Company, or the Silent Reading Diagnostic Tests, Lyons and Carnahan. If the child rates average or above on the test, he may be started in a formal reading program.

The teacher should choose a basic reading series that the child has not been exposed to in the regular grades, since many of the children have experienced reading failure before coming into the special classes.

After the selection of the basic series, beginning with readiness books, the teacher should follow the sequence through pictures, charts, and other experience materials. The Teachers' Guides are a valuable source of information and should be used. However, the teacher of the retarded will have to adapt the material to the needs of her group, the teacher will have to supplement the guide with instructional materials that involve a great deal of word repetition and activities in a variety of ways.

Most of the basic readers are edited for the regular classes and as such introduce too many new words on a page and in a story. The teacher will have to present parts of the story and stress one or two new words on a page and in a story. The teacher will have to present parts of the story and stress one or two new words and phrases on ruled paper, dramatizing meaning of words, illustrating with stick figures on the board, or cut-outs to be traced and labeled.

It is important that the reading instruction is never pressured or hurried; progress should never be compared to that of the regular classroom.

A. Incidental reading

Since some of these children may never learn more than a few words it is important to give some training in incidental reading such as learning the stop and go signs, men and women, poison, stay off the grass, entrance and exit, girls and boys, their own house number and street, etc.

B. Experience Stories

The teacher and her pupils will plan the experience story. It may be family news--a new baby, car or even a new pair of shoes, it may be a holiday or birthday, a field trip or a school program.

The teacher writes in manuscript on the board a sentence at a time and reads it back stressing certain words. The story should not be more than four or five lines in length. She transfers it to a large sheet of lined oaktag; and if a suitable picture can be found to illustrate it, so much the better. The children will not always remember the words in the story; however, they may recall a few of them. Children who already know how to write may copy the story into their tablets. It is often wise to select a few basic words from the story for the younger ones to write.

C. Word Games

Word games are a pleasant way of achieving word recognition and mastering retention. There are many commercial word games such as those devised from the Dolch Word List. The teacher can make her own from words in the basic reader.

On the following pages are some word games that have been made and used with success in the primary classes.

D. Weekly Readers

My Weekly Reader: Kindergarten, first and second grade are fresh, timely and interesting. They put a wealth of material at the teacher's finger tips and an entire program could be built around the paper. A teacher's guide is included. Among the varied activities the children especially enjoy the puzzles and the picture stories.

E. Games Used to Aid and Develop Reading Readiness in the Special Class

1. Words and Pictures

From oaktag cut cards measuring about 3" x 4". Look through old magazines and catalogues for pictures that will illustrate two different meanings of a word, such as the *trunk* of a tree, and the *trunk* of an elephant. Paste each picture on a card and write a short descriptive sentence under the pictures. On a third card write the word. The word card, with its two picture cards, make a "set." Make 15 sets using 15 different words.

2. Masked Pages

Cut thin paper the size of the pages in the book to be read and place it over the page, You will find that the words can be seen through the paper well enough to be able to draw boxes around the difficult words (or phrases) you want to teach. Cut out the boxes to expose the words (or phrases).

After teaching and enriching the words, have the child read them from the masked page. Remove the mask and let him read the story.

3. Old Maid

Purpose: Improve visual discrimination, build sight vocabulary.
Material: Use cards of approximately the size of regular playing cards made from tag. Make a deck of about 20 cards, with one additional card for the old Maid.

At the top of each card print one word; on another card print the word again, making a pair. Prepare all the cards in this way--all cards having pairs except the Old Maid. One word alone may be used for the Old Maid card and can be changed frequently thus eliminating the chance for memorization.
Procedure: Deal out all cards. Begin with the person at the dealer's left, take turns drawing cards, each person drawing from the person at his right. As pairs are formed, the words are pronounced and the book placed on the table. Continue until all cards are matched and one person is left with the Old Maid.

4. Authors

Purpose: Word Discrimination

Material: Use cards of approximately the size of regular playing

cards made from tag board or heavy construction paper. There are four cards in each book, and there are as many books as desired. A book consists of the four forms of a verb such as: play, plays, played, playing. The order of the words on the card is rotated. The first word on the card is underlined and serves as the name of that card.

Procedure: Three or more may play the game, depending on the number of books in the set. Each player is dealt four cards, and the remainder of the pack is placed in the center of the table face down. Each player in turn asks another player for a particular card to be used in completing his book. If he receives the card he may call again. He continues to call for cards as long as he receives the card asked for. When he fails to receive the card, he draws from the top of the deck on the table. If the player draws the card for which he has asked, he may continue his turn by asking for other cards as before. When four cards of a book have been completed, the book is placed on the table in front of the player. When the books have all been assembled, the player having the most books is the winner. Each player is required to repeat all the words in each book.

5. Visual and Auditory Discrimination

Make charts from pictures cut from magazines, workbooks, etc. Each chart contains pictures of words beginning or ending with the same sound. They may be used to parallel the lessons in *Building Word Power.*

The word which describes each picture on the chart is established with the children through questions. Attention is focused on the fact that the beginnings (or endings) sound alike.

Next, attention is drawn to the words beneath the pictures. The words are pronounced by the children as they listen and look at the like beginnings (or endings).

The children are asked to tell other words which begin (or end) with the same sound.

The charts may then be displayed on the wall of the classroom to be referred to for help when working out similar words independently, later on.

6. Hobby Horse Game

Print words (or initial sounds) in four columns with the word START on the bottom and FINISH at the top. This will make a race track. Draw and cut out hobby horses so that they can stand up. Make a spinner out of oaktag by fastening an arrow to a square about 4" by 4". Write numbers along the edges of the square.

Each player selects a horse and places him at the beginning of one of the rows of spaces at the point marked START.

The players take turns spinning the numbered square.

Each player moves his horse forward the number of spaces

that is indicated by the arrow when the spinner stops, only if he can pronounce the words in each of the spaces over which his horse moves.

If he does not know the word, tell him, and his horse must stay on the preceding space until his next turn. The player whose horse first crosses the finish line is the winner.

This game may also be played with initial sounds instead of words. In this case, the child calls a word that begins with the letter or blend in each space. The track may be made for four or six horses.

7. Packing Grandmother's Trunk

For initial sounds, any number of children can play.

Construct and color a small box to look like an old-fashioned trunk.

Print initial sounds on small pieces of oaktag. Put them in a pile in the center. The person who starts picks up an initial sound and says, "I packed my grandmother's trunk and I put in . . . ." (name something starting with the sound).

Each child takes a turn in the same manner. If he cannot think of a word in a given time, he misses his turn. As each child says the word, he puts the card into the trunk and a scorekeeper gives him a point.

Set a time for the packing to be finished. The child who has the most cards in the trunk when the time is up is the winner.

8. Indian Straw Game

This game can be adapted as a device for word recognition (using words), or for word analysis (using rhyming words).

Cut 4 oaktag cards about 3' by ½., and 20 cards 2" by 2". On each of the large cards print a word with a different ending, such as "will," "sing," "sound," and "grow." On the small cards print five words with the same ending as each of the words on the large cards, making 24 cards in all.

Four children can play the game. A large card is placed in front of each player. One player throws all the small cards in the air. The children examine the cards and take all the cards with words rhyming with theirs if they can pronounce the words. Words not pronounced are told, and they, together with the cards that landed face down, are thrown by the next player. This goes on until there are no more cards to throw. The player who gets his 5 cards first gets 5 points; second, 4 points; third, 3 points; and last, 1 point, and the game starts again. The player who gets 10 points first is the winner.

9. Matching Words or Phrases with Pictures

Paste small pictures of words on 9" by 12" oaktag. Print the words on narrow strips. Some words not pictured should be included. Have the child match the words to the pictures, placing

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the words underneath.

10. Game of Moving

Find or draw a picture of a moving truck. Make a wide slit across the top. Print names of household articles on pieces of oaktag about 2" x ½". The child puts into the moving van only those words he can pronounce. If more than one child plays this game, each child should use word cards of different color. The child who has the most cards in the van at the end of the game is the winner.

11. What Is It?

Cut cards 2" by 3" from oaktag. Write words of different categories on the cards, such as flowers, fruits, vegetables, colors, and animals. Make 5 of each classification.

Deal all the cards. The player on the right of the dealer lays down a card and says, "Yellow is a color." Each player in turn lays down a color card, if he has one, using the same procedure until all have had an opportunity to play. Then the next player to the right starts a new category. The first player to get rid of all his cards is the winner.

12. Cross Words

Make a diagram for the puzzle or square paper. Write simple definitions underneath.

13. Picture Dictionary

Have the children keep a dictionary of words they meet. Draw a picture and write the word underneath. Make the book so that pages can be added as vocabulary grows.

14. Fish

Purpose: Word Recognition
Material: Duplicate cards in pairs with one word on each card make on oaktag. can can head head cat cat
Procedure: The cards are dealt one card at a time, each player holding five cards. The remainder of the pack is placed in the center of the table, face down. The object of the game is to get as many pairs of cards as is possible. The winner is the one with the largest number of paired cards on the table in front of him at the end of the game when all the cards are matched. The player on the dealer's left starts by asking any child he wishes for a card that matches one of the cards which he holds in his hand. For example: he may hold the word "which," and he asks someone for the word "which." If the child asked has the word, he gives it to the first player. This player continues to ask for another card until he is unsuccessful. When the one asked does not have the

card, he says "Fish," and the child takes the top card from the pack. The games continues in like manner to the next player, etc. This game may be played with two or more children.

15. Crazy Eights

Purpose: For practice on initial and final consonants, blends, and finding small words in larger words.
Material: A deck of 40 cards, (2" by 3"). Words containing parts to be emphasized should be printed clearly near the top of the cards. For example: *if, ing, er, ew,* and *ight* are to be studied, print 10 cards with words containing *ing,* 10 with *er,* etc. Make 6 extra cards upon which the figure *8* has been printed.
Procedure: Two or more players. Object of the game is to get rid of the cards. Deal 4 cards to each player. Place the remainder of the pack in the center of the table. Player at left of dealer begins by placing any one of his cards face up on the table, reading it aloud. The next player must play a card from his hand containing the same word grouping (for example): if the first person plays *night* the second person must play a card containing *ight.* If the player does not have a card with the same word grouping and has an *8* card in his hand, he may play the Board and call for another group to be played. Naturally he will call for the group of which he has the most cards. If, on the other hand, he has no *8* card, and cannot play a card from his hand, he may draw 3 times from the pack. If he fails to draw an *8* card or a word card he can play, he must lose his turn and the next player may continue. If a player does not read the card he plays, he must take the card back and lose his turn. If he reads it incorrectly, he must take it back, also.

16. Alphabet Game

Purpose: To improve initial sounds, initial blends, and spelling.
Materials: A number of small square cards on which are printed all the letters of the alphabet, one letter per card. Three or four of each of the vowels should be included. All the initial blends like *gl, tr,* etc. may be included.
Procedure: Two or more people may play. The cards are placed face down on the table. The players take turns selecting a card and naming a word which begins with that letter or blend. If they cannot name a word in a reasonable short time, they put the card back. When all the cards are picked up, each player tries to spell as many words as he can with the cards he has collected. The winner is the person who has the greatest number of cards and words combined. A score can be figured by counting *one* for each card collected and *ten* for each word spelled. Each card should be used only once in spelling a word.

17. Change Over

Purpose: Word analysis. Drill on initial consonants and blends.

Drill on endings.
Materials: Cards of oaktag 2" by 3" with words printed on them.

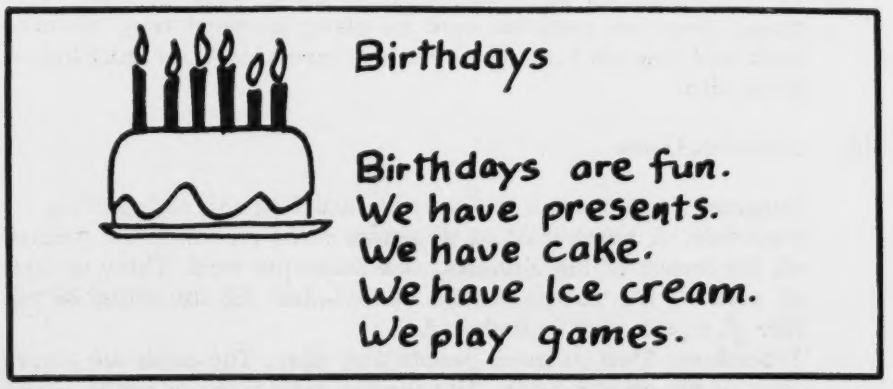
hat	shell	will	all	sing	sand	look
cat	well	spill	tall	ring	band	book
rat	fell	fill	wall	swing	land	brook
sat	tell	bill	ball	bring	hand	shook

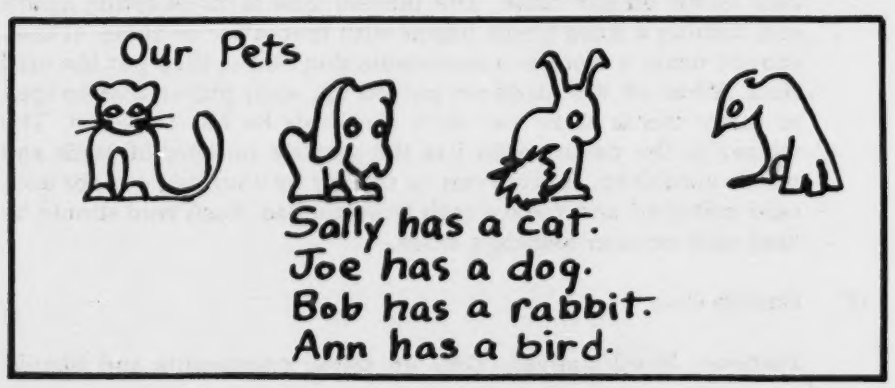
Procedure: Deal out five cards. The child to the left of the dealer plays any card that rhymes or begins with the same letter. For example: if *bill* has been played, *fill*, rhyming with *bill* or *band*, beginning with the same letter could be played. If a child cannot play, he draws from the extra cards until he can or has drawn three cards. If he has the card "change over," he may play that card and name a word that can be played upon. The first person out of cards wins the game.

18. Freight Train

Purpose: Quick perception drill.
Material: Several large cardboard trains. Each car of the train should have two or more slits for the insertion of word cards.
Procedure: Each player has a train. The teacher shows a word, and if the player can read the word, he may place the card in his train. The player whose train is first completely filled with cards (freight) wins.

Some Samples of Experience Stories and Charts





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IV. Spelling

These children need to be able to spell only a minimum of words. Only those words that they will use in their current life experiences or in adult life should be taught. In other words only functional words should be taught. These words come from their daily experiences and reading materials. Words they have a need for.

Spelling is closely related to the learning of reading and involves auditory and visual memory and motor ability. Spelling should be introduced when children are reading and writing. Children should be reading on a good primer or first reader level when spelling instruction is introduced. It must be taught systematically.

A. Techniques

The multiple approach

1. Visual

   sees word--in reading stories, labels in classroom, on chalkboard, and charts

2. Phonetic

   a. Hears word as a whole
   b. Hears word in syllables

c. Hears word in individual letter sounds when possible
d. Hears word in a sentence

3. Visual--Memory

a. Teacher writes word on board
b. Word pronounced by teacher; children then say word
c. Word used in a sentence
d. When each child is certain of word, it is erased, children write from memory.
e. Teacher writes again on board, children compare, teacher erases word, children write again on reverse side of paper

4. Kinesthetic

a. Teacher writes word on paper with colored crayon
b. Child traces word letter by letter with finger and says word as he finishes tracing it; then traces again, identifying each letter as traced; follows this procedure several times until he thinks he can write the word.
c. Then child looks at word, says it, and then writes it
d. If unable to write it correctly, he goes through the same procedures again

B. Sources of Words

1. Words in reading materials and other subject areas
2. Signs: keep off, stop, go, girls, boys, etc.
3. Dolch List and other Primary Reading Word Lists

C. Teaching Aids

1. Commercial liquid duplicator alphabet sheets
2. Set of printed alphabet cards--commercially produced
3. Sets of word cards with matching picture--commercially produced--such as the Dolch Sets
4. Boxes of printed word cards and letters of alphabet--commercially produced also. Words may be matched by constructing from letters
5. Teacher made word flash cards.
6. Teacher made duplicated worksheets; such as, short sentences with blanks for filling in correct word. Children may copy from these sheets which can be used many times; also, short riddles, etc.

D. Activities

1. Children make individual picture dictionaries--draw a picture or use picture from magazine
2. Children make individual alphabet booklet using duplicated illustrated sheets.
3. Children make individual booklets listing presented words over a

period of time in alphabetical order

4. Teacher and children compose simple sentences using words on chalkboard; teacher transfers them to a large lined tablet chart used for spelling activities only; children can refer to this chart at any time. List spelling words above or under sentences.

E. Reminders

1. Spelling instruction must be adapted to mental age of children and their needs
2. Children should be reading on a good primer level and be writing before spelling is introduced
3. Follow systematic word presentation
4. Present only one or two words at a time; rarely ever more than five a week.
5. Review often due to children's poor retention
6. Avoid meaningless drill; drill should always be preceded by understanding, then it will be more effective
7. Have children use words in several contexts
8. Words must be related to reading and writing
9. Give instructions in alphabet recognition, both printed and manuscript--match and compare. Children have difficulty in identifying some letters and distinguishing between some letters

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V. Writing

Manuscript writing is the recognized form of writing to be used in the Primary Classes. It is simple and easier for children to learn. There is also a very close resemblance to the printed form which the child meets in reading, thus making it necessary to learn only one form for both reading and writing. Cursive or script writing is usually introduced at the Intermediate Level in the Special Classes.

The teacher will present whatever manuscript writing method or course is used in her school system. The teacher's guide should be followed closely in presentation of letter patterns. As in all other areas, instruction in writing must be geared to abilities and developmental levels of retarded children. The basic patterns used in the letter formation should be developed before there is any attempt to write. Definite and specific teaching is required to develop the necessary skills. From the readiness stage through the directed lessons in manuscript writing, well planned lessons should be provided. Daily time

allotment of 15 to 20 minutes should be made.

A. Name Cards--Name cards should be provided early in the year. Cut oaktag to make cards about 7 inches by 3 inches. Rule two lines on the card that are about 1½ inches apart. Between these lines write the child's first name in manuscript with a black crayon or a felt pen. Each child keeps his name card in his desk for referral when he wishes or needs to write his name. After name cards have been distributed, present each child's name on chalkboard.

B. Presentation of Name on Chalkboard--Rule chalk lines that are 4 inches apart. Write the names of three or four children in one space, and ask them to find their names, then write their names on the next space with individual teacher help. First trace his name with forefinger--over name written by teacher--then trace with chalk as teacher guides hand. Then write name in provided space. There should be many days of this procedure with individual supervision at the chalkboard before writing at desk with black crayon. With many children only one letter can be mastered or attempted at a time but the first name should be presented as a whole at the beginning with no mention of letter names. Each child should learn to recognize his name, then learn to write it. It is a momentous accomplishment when he can say, "I can write my name!" It is a laborious task often due to poor coordination, defective vision, etc. Big writing should be encouraged as many children have a tendence to write small and cramped. Much patience, time, and praise must be given by the teacher. A few children may be unable to learn to write through conventional methods. These may need to learn through the kinesthetic approach.

C. Directions for Writing at Chalkboard

1. Stand tall on both feet in front of the board, but not touching it.
2. Use a half piece of chalk; hold it with the four fingers on top, and the thumb underneath. It will not be possible for some of the children to hold the chalk in this way. Individual adjustments will have to be made.
3. Write with the end of chalk nearest thumb. Write at eye level.

D. Materials--large black crayon, primary pencil, primary widespaced tablet, and newsprint. The tablet will be used for directed seatwork activities after the children have learned to write on lined paper with primary pencil. All sheets should be kept in tablets, in order that progress may be observed. Children should not be permitted to draw or scribble in tablet. Standards of neatness should be discussed and established with children. It will be desirable to keep tablets on a shelf when not in use.

E. Directed Writing Lesson--When the letter patterns have been

carefully presented on chalkboard and the children are able to write simple words and phrases on the chalkboard, the directed writing lesson should be started. Each child should be given a sheet of unruled 9" x 12" newsprint and a large black crayon. Teacher should have a supply of large black crayons to be used only for writing. Direct children to fold newsprint in middle, fold again the same way, then fold again. Learning to fold newsprint will require several periods of instruction. Papers should then be opened and placed on desk. The length of the paper should parallel the length of the desk. The folded spaces serve as the first lines for writing. Children will write their names first. Then will follow a careful presentation of each letter pattern which has already been presented on board. This will necessitate many lessons. After all letters have been presented--mentioning the name of each letter--then create the need for the first writing of a word. Children may want to talk about their dogs. Write the word *dog*. Write the word on the board between lines about 4 inches apart. Write slowly while the children watch. Erase the word. Then the teacher will write the *d* while the children watch. They then should make the letter in the space on their paper. Follow this procedure with each letter. A descriptive count for each letter. A descriptive count for each letter may be used, as "the *d* is a very round letter like a ball with a tall, straight back; the *o* is round like a penny; the *g* is a very round letter like a ball and a monkey tail." The teacher should examine the work of each child to correct wrong formations. The children should fold their papers so they cannot see the word they have written. The teacher should then repeat the writing of the word *dog*, writing each letter while the children watch her. Finish the lesson by having the children draw a picture of their dog or a dog on their paper. Papers may be displayed.

Keep the writing lesson short and content interesting to children and ask frequently during the lesson to hold their papers "under their chins" for evaluation. Save the writing papers at regular intervals and note improvement. Ask children to make an evaluation of their own writing from time to time.

It is very important when teacher is giving board instruction and has asked that every child watch her to demand the attention be given. Children should not be permitted to play with crayon, paper, or any other object. Some will be inattentive if permitted.

F. Correct Position When Writing at Desks--Children should be taught in the beginning the correct position of the body, correct holding of the pencil, and the placement of the paper.

1. Sit tall in seats with both feet flat on the floor.
2. Paper placed straight in front of them on the desk. Held firmly with free hand. If a child is left-handed the paper should be held with right hand.
3. Pencil should be held between the thumb and the second

finger with first finger resting on top of the pencil. Hand should rest on the side. The pencil should be held where the sharpening begins.

G. Margin--The margin should be explained in the first writing lessons with pencil. Teacher should open a book and show children the space on the left that always precedes the writing. Have children to make margin one forefinger wide. Place a pencil dot on lines where finger comes.

H. Packing and Spacing--Packing means putting all the letters in a word close together. It is like packing clothes in a bag. Spacing means leaving a little space between words. Children could place a finger between words.

I. Developing a Directed Writing Lesson with Rules Paper--After all letters, a few simple words and phrases, and children's names have been written on newsprint with crayon, the next step is writing on ruled paper with a primary pencil. Paper 9" x 12" with 3/4" ruling should be used. One sheet is enough for two or more lessons. Two spaces for tall letters and one space for short letters should be used. Then as skill and muscular coordination develop, one space may be used for tall letters and one-half space for short letters. The content of the lesson should have meaning for the children and often their suggestions and ideas used. The same procedure should be followed as outlined above. Proper position of body, paper, and pencil should always be stressed before writing begins. Writing lightly and relaxed should be emphasized as it will become a rather grim affair with some children in their driving desire to write. Some will grip their pencils and become very tense.

As children progress through the Special Primary Class, their ability to write smaller will develop. When this stage has been reached they will be using paper with 5/8" ruling. They will be writing longer sentences in experience stories and other stories. There will be other writing needs. The writing lesson should be presented according to the directions outlined. At the beginning of a school year review will always be necessary. The same letter-by-letter plan of development should be used. There will be older children coming into the Special Class who have not had manuscript writing. It will be necessary to give them instructions with the beginning group.

J. Capital Letters--The capital letters should be presented as there is need for them in writing sentences and names.

K. Using Color--Children enjoy adding a touch of color to their writing paper. The initial capital can be made in a suitable color occasionally. For example, in writing *Merry Christmas,* the initials *M* and *C* could be in color; however, color should be used sparingly. It is the writing that must be outstanding.

L. Erasing--Erasers should not be used in primary grades. When the child makes an incorrect letter, he should learn to "just leave it alone," and to "make the right letter close to it."

M. Writing Numbers--Children should learn the correct formation of numbers. They should learn the difference between the printed number and the written number. The correct written form should be taught.

N. Room Equipment--

1. A set of Manuscript Alphabet Cards for display
2. Music liner for lining the chalkboard
3. A box of large non-roll black pressed crayons

O. Activities

1. Writing name on papers and other belongings.
2. Writing labels and captions for pictures drawn by children.
3. Writing labels and captions for picture diction.
4. Writing gift tags
5. Writing greetings for special days
6. Writing short invitations to a party or program
7. Writing short thank you notes and friendly letters
8. Writing experience stories from blackboard or a chart
9. Filling in blanks in workbooks, number books, etc.
10. Writing a short poem from chalkboard.
11. Writing notes to a sick child
12. Labeling pictures for display
13. Placing words in alphabetical order from list on board
14. Labeling pictures in scrapbook on a unit
15. Writing in proper sequence three or four short sentences of a story from chalkboard

LANGUAGE ARTS UNIT

MAKING A PICTURE DICTIONARY

Purpose

To teach the children the printed and manuscript form of the letters in sequence as well as the beginning sound of each letter.

Understandings to be Developed

1. The capital letters and the lower case letters differ in form but stand for the same thing.
2. Every word must start with a letter, and each letter has a sound.
3. We can learn to recognize the initial sound of a word and

associate it with the proper letter.

Skills to be Developed

Reading

1. **To recognize the words used in the picture dictionary and be able to use them in a sentence.**
2. **To associate beginning sounds with letters.**

Writing

Practice in manuscript writing.

Language

Discussion of pictures.
Discussion as to what pictures could be used and what could not be used, such as pictures with more than one subject in them.
Discrimination between colored and black and white pictures.

Manual

Cutting and pasting.

Approach

1. **Display a commercial dictionary to put the idea across and discuss what we mean by a dictionary.**
2. **Bring magazines to class that have an abundance of colored pictures in them of common subjects or ABC books to color and cut out.**
3. **Use large manila envelopes or folders with the headings of the alphabet, or pocket charts, so the children can put the pictures under the proper letters.**

Teacher-Pupil Planning

1. **Discuss the type of magazines to bring or suggest the child cut out pictures at home to bring.**
2. **Plan the material that the pictures will be mounted on. Newsprint, 9" x 12", stapled together, works out very nicely.**
3. **Talk about a cover. Colored construction paper with crayon lettering, window-shade materials, oilcloth, or commercial paper folders may be used.**
4. **Plan certain times to work on the dictionary. Cutting pictures may be done as seat work for one group while another group is reading, or in spare time when lessons are finished.**

Activities and Procedures

1. **Finding pictures that are colored, the proper size so that several**

may be used on a sheet, and of only one subject.
2. Cutting out the pictures properly.
3. Placing the picture on the page and pasting it.
4. Making an attractive cover for the book and lettering it.

NUMBER EXPERIENCES

Guiding Principles in Teaching Arithmetic

Some of the more important principles of teaching arithmetic to the mentally retarded are:

1. Find the level where the child can succeed and have him proceed at his own speed.
2. Present all material in a simple, precise, and understandable manner always keeping in mind the slower learning ability of the children and pacing the material to the child's learning rate.
3. Give ample individual help and attention.
4. Use *concrete* materials as often as possible.
5. Move in *easy, one-at-a-time* systematic steps with repetition.
6. Develop *understanding,* then *accuracy,* then *speed.*
7. Provide motivation.
8. Teach essentials only
9. Establish individual standards for the quality of work which each individual pupil will strive to attain.
10. Inasmuch as possible, guide transfer from the concrete to the abstract.
11. Use objective test data to measure pupil progress.
12. Be *patient, understanding* and *sincere.*
13. Use a systematic, not individual approach.
14. Do not over-stress arithmetic fundamentals. Emphasize the development of problem solving skills.

Perhaps the most serious error made by special class teachers relates to the basic arithmetic skills. They frequently find that, by excessive drill, mentally retarded pupils can become amazingly adept in addition, subtraction, multiplication, and division skills. Too often, these same pupils are unable to apply their knowledge of arithmetic fundamentals to the most simple problems requiring arithmetic reasoning. "Drill is essential but it must not supplant a well integrated program of arithmetic reasoning where the pupils have opportunity to solve meaningful, concrete oral and written problems."[1]

There are various stages of learning in arithmetic. In the development of basic concepts the retarded child needs experience with every stage. The child grows in his ability to do quantitative thinking by beginning with the handling of concrete materials, then by using pictures and semi-concrete materials, and eventually by using abstract symbols.

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1 *A Tentative Guide for Understanding and Teaching the Educable Mentally Retarded.* Nashville, Tennessee: George Peabody College for Teachers and Nashville Public Schools, 1955, p. 29.

The four stages are:

1. *Object Stage:* **It is usually called the concrete stage because real things are counted, enumerated, grouped, regrouped, added to, taken from, etc.**
2. *Picture Stage:* **Pictures of things and people are used and handled as in the case with objects.**
3. *Semi-Concrete Stage:* **Dots, stars, tally marks, dominoes, etc. are counted, grouped, and regrouped.**
4. *Symbolic Stage:* **It is usually called the abstract stage. This is the most difficult level and generally not much value to the retarded child unless it is related very carefully to the previous three stages.** *Numbers having meaning to this child only as they relate to something concrete.*

Informal arithmetic at the primary level will consist of many experiences arising out of classroom activities and home life. Situations involving numbers and quantitative concepts are developing throughout the day. Arithmetic at this level may be taught through these situations as well as at a specified time for the teaching of numbers. Probably no number books should be used in the beginning excepting readiness books. The use of grade one number books, at least in part, could be introduced when the child is ready. Much material in the number books for the first and second grade regular classrooms is too difficult and too advanced for retarded children. Teacher will have to adapt to pace of children. These children are very desirous of possessing number books, and should have them even though they can use them only in part. They want to like other children. The teacher will find it necessary to produce dittoed material suitable for these children until commercial materials are available. Some companies are producing ditto master copies for this purpose.

After a foundation has been laid with informal arithmetic, children are ready for more advanced concepts and skills outlined in grade one and two number books. In the Special Class will be found a wide range of individual differences, abilities, and needs. Experience indicates that by the time children have reached the last year in the Primary Class, a few will be achieving on a low second grade level while others will be struggling in a readiness program.

Informal arithmetic at this level should consist of experiences introducing:

I. Counting

There are three types of counting with which children must have experience. These are rote, rational, and serial.

A. Rote counting 1-20

Repeating numbers in order without any clear idea as to the meaning of the numbers. This imitative repetition of numbers in order is known as rote counting.

1. **Rhymes that may be used:**

One, two, tie my shoe;
Three, four, shut the door;
Five, six, pick up sticks;
Seven, eight, lay them straight;
Nine, ten, a big fat hen.
One, two, three, four, five,
I caught a rabbit alive;
Six, seven, eight, nine, ten,
I let it go again.

One for the money
Two for the show
Three to make ready
And four to go.
One, two, three, four,
Mary is at the door;
Five, six, seven, eight,
Eating cherries off a plate.

2. **The following stories are suggested:**

Three Bears
The Three Little Pigs
The Elves and the Shoemaker
The Three Billy Goats Gruff

3. **Songs suggested:**

"Ten Little Indians"
"Six Little Snails"
"Tiddley Winks and Tiddledy Wee"
"Six Little Puppies"
"Soldier Boy"
"The Muffin Man"
"Chickadees Five"
"Three Little Ducks"

4. **Number Games suggested:**

"Echo"

"Echo" is a rote counting game which children enjoy. The child, who is "Echo," stands with back turned at a little distance from the teacher. The teacher calls out, ONE; the child echoes. The teacher calls out, TWO; the child echoes. The game continues until ten has been counted. Later the counting may continue as the children are ready for it. As the game is learned, a child can take the place of the teacher.

"Jack-in-the-Box"

Ten children are placed in a row where they assume a squatting position. The teacher numbers the children from one to ten with each child repeating his number as the teacher says it. The teacher rolls a large ball so that it touches child number "one," calling out the number as she rolls the ball. When the ball hits, the child jumps up like a Jack-in-the-Box and calls out "one." The game continues with child number "two" being the Jack-in-the-Box, and so on through the line.

"The Frogs' Picnic"
Little Frog One and Little Frog Two
Hopped quickly down the street,
Little Frog Three and Little Frog Four
Brought something nice to eat.
Little Frog Five and Little Frog Six
Brought knives and forks and spoons,
Little Frog Seven and Little Frog Eight
Brought a nice, large dish of prunes.
Little Frog Nine and Little Frog Ten
Were caught out in the rain,
Then all the little frogs got very, very wet,
So they hopped back home again.

The children stand in line numbered from one to ten. A spot for the picnic is chosen. The teacher reads the poem and as the numbers are mentioned each child responds to his number and hops to the picnic place, going through the motions of adding his contribution to the picnic. To keep off the rain the children hold their hands as umbrellas--then they hop back to their places. Another ten may be chosen, and the game continued, if desired, until the entire group has taken part.

B. Rational Counting 1-20

Rational Counting is the process of association the number names with corresponding numbers of objects.

In making transition of rote counting to rational counting, plan beforehand to have available numerous objects to be counted, such as toys, books, pencils, nuts, pennies, sticks, etc. There are many occasions during the day to make application such as:

1. **Counting the children present; the boys present, the girls present**
2. **Counting the windows, doors, desks, etc.**
3. **Counting the children in the reading circle, etc.**
4. **Counting the chairs needed for the reading circle**
5. **Counting the chairs at the table**
6. **Counting the scissors needed**
7. **Counting the children in the playhouse**
8. **Counting the stripes in the flag**
9. **Counting the number of books needed for reading circle**
10. **Counting the various toys and puzzles on the shelves**

Practice should also be given in forming groups of a specified size from a larger number of objects. Requests, such as:

Bring me three books from the shelf
Put 6 chairs in the reading circle
Place four green blocks on the table

Count out five pennies
Bring seven pairs of scissors

C. Serial Counting 1-10

Serial counting applies to the counting of sensations received as distinguished from counting objects. The three main types are: (1) visual--objects seen in succession, as passing cars. (2) auditory--a series of sounds, as claps of the hands. (3) muscular--touch, as taps on the shoulder.

This type of counting requires concentration while receiving sensations. For this reason it is more difficult than rote or rational. Also it is generally impossible to recount the same series in case of error.

1. Visual

   a. By whispering the teacher asks one child to raise his arm or nod his head a certain number of times, the other children observe and one of them is called on to tell how many times the child did so.
   b. A child may decide for himself how many times he will hop or step while the other children observe and tell
   c. Bouncing or tossing ball
   d. Counting the number of children jumping the rope
   e. Counting the children going by the door
   f. Counting the number of bean bags or blocks tossed into a basket or large box

2. Auditory

   a. Teacher asks a child to count the taps made with a ruler or pencil on a desk
   b. Children count number of times rhythm triangle is struck
   c. Children count number of times a whistle is blown
   d. Children count sounds of various kinds, such as raps on a table, bounces of a ball, or taps on a bell when their eyes are closed.

"Rocking Chair Game"
Here I set in the rocking chair
And rock and rock and rock,
Here I sit in the rocking chair
Listening to the coo-coo clock.

(As the child who is chosen rocks and says the poem, the second child--when poem is finished--strikes a certain number of times on the triangle or piano. If the first child is correct in counting, then the striker

takes the chair and another takes his place. The game continues.)

3. Muscular

   a. A child taps the hand of another child, whose eyes are closed. The child tells how many times he was tapped.
   b. A child closes his eyes, nods his head a certain number of times, and tells how many times he did so; the other children observe and check the accuracy.
   c. A child closes his eyes and touches the chalkboard a number of times while the other children observe, then states the number of times he touched the board.

II. Reading and Writing Numbers (1-20)

Introduce the writing of each number as the specific number concept is presented and developed. Teacher writes number of chalkboard. Children write the number in the air. Then each child is supervised by teacher as he writes the number on board. Individual supervision is very important to assure correct formation of numbers. Many repetitions will be needed also. Encourage large writing. Chalkboard writing should precede crayon and primary pencil writing on paper. As numbers are learned they should be written in sequence too. A few children will be able to read and write beyond 20; some will be unable to master numbers through 10. Adapt according to abilities. For seatwork on sheets of newsprint children may draw a certain number of simple objects and write the number, etc.

III. Ordinals--first to fifth (maximum)

After the series idea has been developed, the "place-in-the-series," or ordinal, idea may be presented. Ordinals should be developed with concrete objects. A child may be asked to set in the *second* seat in a row or to bring the *third* book from a stack on the teacher's desk.

Some opportunities for developing this ability in daily activities follow:

Taking turns in games or marching--

Joe is *first.*
Sam is *next.*
Jim is *last.*
Mary is *second.*
Sue is *third.*
Jane comes *after* Joe.

Passing to the Auditorium or Cafeteria--

The *first* in line is the leader.
John is *fourth.*
Sue is *third.*
Ann is *last.*
Jane is *fifth.*

Directions--

Get the book from the *second* shelf.
Put the scissors on the *third* shelf.
Put the crayons on the *first* shelf.
Pass paper to the children in the *fourth* row.
Sit in the *fifth* chair.

IV. Group Recognition--two, three, four, five

Provide experiences which will develop the ability to recognize groups of persons or objects up to five.

Examples of grouping:

Two shoes in a pair	Three wheels on a tricycle
Two mittens in a pair	Four wheels on a wagon

Poem suggested:

My wagon has four wheels,	My "bike" has two,
My "trike" has three,	And it holds up ME!

Flannel board with various felt cut-outs is very useful in presenting groupings. Children place cut-outs in various grouping. Also blocks may be placed on table or floor. Large pegs and pegboard are also helpful. Oaktag flashcards with the various groupings of colored discs are another aid. Gummed discs which children can paste on squares of construction paper can be used in reproducing the groups on the flash cards.

V. Concepts of Size, Space, Form, Quantity, and Location

The process of developing concepts of number should be accompanied by a gradual development of concepts of size, quantity, and location. These concepts bear a definite relation to number and to arithmetical thinking.

A. Comparison

The size concepts should be developed first in actual situations. They should be encountered at the beginning in relation to concrete objects that the child can see before him. Not until the child is very familiar with the concepts in concrete situations, should he meet them in pictures. The concepts to be developed should include:

(1) relative size

long, longer	short, shorter
wide, wider	narrow, narrower
large, larger	small, smaller
tall, taller	more, some
big, bigger	light, heavy

(2) relative quantity

as much as	enough for each
as many as	the same as
not as many as	fewer than
many, fewer	less than
more, less	more than

Suggested activities for developing this ability are measuring and comparing in classroom situations:

Patricia's rope is longer than Deborah's.
Nickie's string is shorter than Ronnie's.
Is this ball larger than that ball?
Is Richard taller than Albert?
The door is wider than the window.
Ronnie is bigger than Hayden.
Are there more boys than girls today?
Which is more, this pint of water or this quart?
Is a pint as much as a quart?

B. Fractional Parts -- ½, a concept

Provide many opportunities for children to gain an understanding of the term one-half, using concrete objects. Divide apples, cookies, candy bars, gum, etc. in classroom. Make it clear that "half" implies equality--the same size of both parts.

C. Position and Location

Provide experiences which will develop understanding of the following words:

up	down	over	under
front	back	outside	inside
top	bottom	right	left
above	below	beside	middle

Suggested pupil acitvities in developing these concepts are directions to be followed:

Stand up.
Put your hands over your head.
Put the book on the shelf under the window.
Come to the front of the room.
Put the blocks on the bottom shelf.
Put the puzzle on the top shelf.
Hold up your right hand.
Walk to the right when passing.
Hold up your left hand.
Put the book on the middle shelf.

D. Distance and Space

Provide many experiences which will develop understanding of

concepts related to distance and space.

Suggested concepts:

a short way	a long way	a block away
near	far	enough space
more room		

Suggested activities:

Comparing distances in the classroom, school building, playground.
A walk in the school neighborhood
Excursions to firestation, bakery, dairy, etc.

Is the auditorium near our room?
Is the cafeteria far from our room?
Did we walk far?
Is the fire station a long way from school?
Do we have enough space at the front of the room to play ring toss?

E. Form

Provide many opportunities for children to gain understanding of the words: square, triangle, circle, ring, box.

Suggested activities:

Introducing one concept at a time through the use of felt cut-outs on flannelboard and drawings on chalkboard
Finding squares, circles, triangles in beads, blocks, or building sets
Draw a ring around certain items on chalkboard
Forming circles for games
Using a square box in play activities
Striking the triangle for a musical sound

VI. Measurement

School experiences should help to develop some measurement understandings as follows:

A. Measures of Time

Simple concepts of: hour, day, week, year

1. Vocabulary

early	yesterday	tomorrow
late	afternoon	evening
today	morning	night
on time	tardy	

Randy came early today.
Beverly is on time this morning.
Larry is tardy today.
What is today?
What was yesterday?
What will tomorrow be?
This afternoon we will go to assembly.

2. Clock--telling time on the hour (minimum)

Develop in children through daily experiences that there is a definite time for doing things. (hour only)

Time school begins
Time for recess
Time for lunch
Time for play
Time school is over

Poems which may be used:

A dillar, a dollar,
A ten o'clock scholar,
What makes you come so soon?
You used to come at ten o'clook,
But now you come at noon.
Hickory Dickory Dock
The mouse ran up the clock
The clock struck one, the mouse ran down
Hickory Dickory Dock.

3. Calendar

Develop an understanding of the use of the calendar. Learn the days of the week in proper sequence.

Suggestions for developing this ability:

Count the number of days in the month.
Count the number of Sundays, Mondays, etc.
Count the number of days in a week
Count the vacation days during Christmas.
Locate the birthdays of children; children circle their birthdays.
Locate holidays and special days; children circle.

A commercial Perpetual Day by Day Calendar and the conventional calendar are both valuable.

B. Linear Measure

If children engage in activities that involve the measuring of

materials for playhouses, stores, post offices, pet cages, etc., they should come to recognize the foot ruler and yardstick. By use of the yardstick they may find out "how tall", "how long," "how high," or "how wide" a thing is. Also measuring to find who is taller or whose rope is longer. No attempt should be made to go beyond whole units.

C. Liquid Measure

Provide experiences to develop the ability to understand the use of the cup, pint, and quart in measuring liquids.

Suggestions: Provide cups, pint and quart jars, and bottles for practice in measuring. See how many cups of water are needed to fill a pint; how many pints to fill a quart. Fill a cup one-half full of water, sand or beans.

D. Weight

Develop an understanding of the use of scales as a measure of weight. Introduce term "pound."

Suggestions for practice in developing this understanding:

Use of school scales to weigh children

Trips to the grocery store to see grocer weigh potatoes, meat, oranges, apples, vegetables

E. Dozen and Half-dozen

Children sometimes engage in activities that require an understanding of these terms. The concepts may be developed in playing grocery store, or in buying refreshments for a class party.

Suggestions:

Buying cookies by the dozen

Using egg cartons in the store

Placing dyed Easter eggs in half-dozen or dozen size cartons

F. Temperature

Cold, hot, warm, cool – used in describing kind of day, feel of room, comparison of water, mild or other foods.

VII. Money

Teach children to recognize a penny, nickel, dime, and quarter by using real coins. Do not use play money in teaching coins and their values. Let them learn through experience that a nickel will buy more than a penny; that a nickel is worth five pennies; that a dime will buy more than a nickel; that a dime is worth two nickels; that a quarter will buy more than a nickel or a dime; that a quarter is worth 5 nickels or twenty-five pennies.

Suggested Activities:

Buying and selling in a play store
Buying candy, ice cream, potato chips, fritos in the cafeteria
Paying bus fare
A Christmas shopping trip to a variety store
Bringing money for the Community Chest
Shopping for simple refreshments for a class party
(Some sentences to say for fun as the children point to coins glued upon a poster. The sentences could be written in manuscript on a chart by the teacher.)
Here is a quarter for lunch today,
And a nickel for some ice cream too.
Milk for my lunch will cost four pennies.
Here is a dime for my bus fare,
And a penny for some bubble gum.
Here are two nickels for my piggy bank.

VIII. Suggested Games and Enrichment Ideas

A. Card Number Game--Played in the same manner as "Old Maid" or "Authors." Children may sit at a long table or move desks to face each other so that each child has a partner. A set of cards (for two players) is made of stiff cardboard of any convenient size for holding such as two by six inches. For each set there are: three ones (1), three two's (2), three three's (3), three four's (4), and three five's (5). Three of each number comprises a "book." The dealer (one of the partners) gives out the cards face down. Each player holds his cards and takes his turn at drawing from his partner. When a child receives three of any number from one through five, he holds a book and places it upon the desk or table in front of him. This continues until all cards have been drawn. The child holding the largest number of bocks wins the game. In presenting the game the teacher must play with some of the more alert children who will then teach the less alert ones. As the children learn numbers beyond five, cards may be prepared for the additional numbers.

B. Bean Bag Toss--Numbers from one to ten are drawn on the floor in circles or boxes. Children take turns. Each will have three tosses. If the numbers are called correctly, names may be written on board; if not, he must take seat and wait for another turn.

C. King Game--A "King" wears a paper crown and sits in front of the group. He thinks of a number and writes it on a small piece of paper which no one sees. He then chooses children to guess the number. As the chosen one says: "Is it five?" The King says either: "No, that is not the number." or "Yes, that is the number." King continues to write the number until someone guesses correctly. He then gives his crown to the new King.

D. Number Scramble--Similar to "Fruit Basket"--Number names from one through five or ten are whispered by the teacher to the children who are sitting in chairs in a circle. The same number is given to two children. A child may be chosen to be leader who

stands in the center and calls a number. Pairs who have this number scramble to exchange seats before the leader gets one of the vacant seats. If the leader fails to get a seat, he must call another number. This continues until he gets a seat. The one who is left out of a seat each time becomes leader.

E. Jack-and-the-Beanstalk--Draw a long green stalk on the chalkboard upon which leaves containing numbers from one to ten are also drawn. High above in the clouds is the Giant. If Jack says all the numbers correctly, he may "shoot" the Giant with the pointer. He then chooses another Jack.

F. Picking Apples--Apples are drawn with red chalk upon a tree on the board. Each apple is numbered. If the child playing gets the numbers right, he may "eat" an apple. According to abilities apples may be numbered by two's, five's, ten's.

G. Going to Visit The Three Bears--Draw on the chalkboard or on a large oaktag sheet the house of the Bears. On the winding path to the house place numbers from one through ten or twenty at random. Children who can identify these as they point with pointer may visit the Bears.

H. Find the Rabbit--Draw on the chalkboard or on a large sheet of oaktag a rabbit at the end of a winding path. Write numbers from one to ten consecutively on the path. As each child is chosen, he must reach the rabbit by saying the numbers consecutively as he points with a pointer. If he is successful, he may "shoot" the rabbit with the pointer and choose another child.

I. Finger Plays and Jingles--

1. Here's a ball, and here's a ball,
   A great big ball I see, Are you ready?
   Shall we count them? One, two, three!

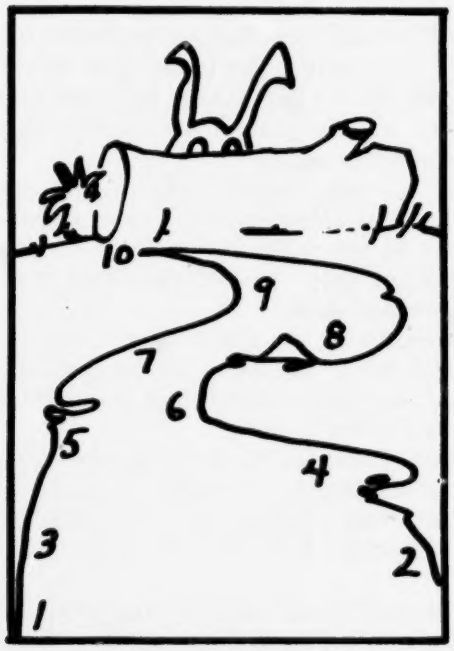
   (First make a small ball with the thumb and forefinger. Next, make a larger ball with both hands cupped together. Finally, make a large ball over the head with both arms. Repeat this, step by step, as the counting occurs.)

2. Two tall telephone poles,
   Across a wire is strung,
   Two little birds hopped on the wire,
   And swung, and swung, and swung,

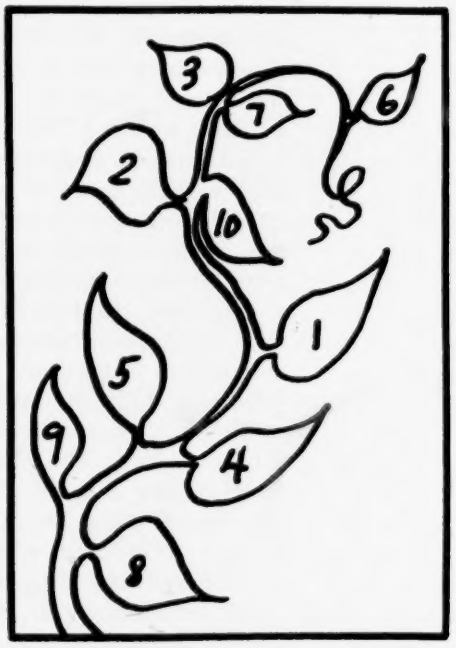
   (Hold erect both forefingers for the first line. Drop second fingers to touch as the second line is said, forefingers still erect. Drop the thumbs to touch the second fingers to form the "birds" as the third line is repeated.)

3. Two little dicky birds sitting on a wall,
   One named Peter and the other named Paul,
   Fly away, Peter, fly away, Paul.
   Come back, Peter, come back, Paul!

   (Close the fists and bring up the thumbs upon saying the first two lines. Hide one hand and then the other as the third line is repeated. Bring them back one by one as the last line is said.)



Find the Rabbit



Jack-and-the-Beanstalk

Picking Apples

Going to Three Bears House

IX. **Desirable Room Equipment for Teaching Numbers**

Clocks of various types are of value. A real clock should be turned to face the children. The arabic number on the face should be large enough to be easily seen across the room. Two commercially produced large cardboard clock faces for the children to handle and manipulate can be used as well as several small cardboard clock faces for individual use. Twelve large clock faces drawn by the teacher on oaktag, each showing a different hour, are useful. Also clock faces drawn on charts indicating the time we come to school, eat lunch, go home, go to bed, listen to a favority TV program, etc. are helpful.

Pint and quart jars for measuring water and other liquids are needed. A measuring cup will facilitate pouring.

Several foot rulers and a yardstick.

A variety of objects for counting such as blocks, marbles, jacks, beads, sticks, rocks, nuts, paper discs, etc.

Attractive, up-to-date calendars with numbers large enough for easy recognition. Perpetual Day-by-day Calendar is good.

Attractive wall charts made by teacher from large sheets of oaktag are of many uses in matching: cards with pictures to count, animal silhouettes, numbers, number names, numbers cut from calendars, number phrases. See illustration.

A good bean bag has many uses.

A one hundred bead abacus or counting frame on a floor stand.

The teacher will find many magazine pictures which are suggestive of counting. These may be mounted. If uniformity of size is followed, a valuable and attractive file can be built.

Now and then one finds colorful number books in children's book shops or variety stores.

Rubber balls of large dimensions.

Gummed discs, discarded gummed stamps, etc., to be used by children in directed seatwork in group formations, etc. such as: "In box four make a group of three discs like the group on the blackboard."

Number Chart--1 through 100

Primary Addition and Subtraction Facts Flash Cards.

X. **Number Experiences and Skills**

The retarded child quite often comes to school with a very limited

background in arithmetic vocabulary. Since it is generally understood today that success in learning and using arithmetic for any individual depends upon his understanding of arithmetical meanings and relationships, the teacher must discover just what number concepts he is familiar with before she can attempt any work with numbers.

This can be done by a commercial readiness test or one she can give informally by having him define such words as "larger," "above," "below," "how many," etc.

A. There are four different levels of learning that the arithmetic teachers should present. These are:

A pre-symbolic level such as:

1. The Concrete Stage

   This stage includes the use of blocks, pegs, coins, books, people. They are counted, grouped, regrouped, added to and taken away from.

2. Picture Stage

   Pictures of things and people are used and manipulated as in the case of objects.

3. Semi-Concrete Stage

   Dots, stars, tally-marks, dominoes, etc., are counted, grouped and regrouped.

4. Symbolic Stage (Abstract)

   This is the most difficult level and generally not much value to the teacher of retarded children unless it is related very carefully to the pervious three stages.
   Numbers having meaning to the retarded child only as they relate to something concrete.

B. Concepts

Arithmetical concepts of *how many*. Children look at farm pictures and name the number of animals they see.

1. more	"Which picture has more animals than the other?" "Are there more books in this pile than in that?"
2. fewer	"John has six marbles in the ring. David has four. Which boy has fewer marbles? "Look at these two boxes of pencils. Which box has fewer pencils in it?" "Which picture has fewer animals in it? Put a ring around the picture which has fewer in it."

3. left-right
"Mary has her hand on her heart saluting the flag. Which hand it it?"
(The teacher stands with her back to the class with a pencil in her right hand.)
"What hand am I holding the pencil in?
"The girl in the picture has a ball in her right hand. Put an 'x' on her left hand."

4. top-bottom
"Is the globe on the top shelf or the bottom?"
"Take your paper, put your fingers at the top of the page.
Now fold the page. Bring the bottom to meet the top."
"Look at the picture at the top of the page.
Draw a dog at the bottom of the hill."

5. big-little
"Bounce the big ball. Roll the little one.'
"Point to the big kitty and the little kitty."
"Draw a ring around the little apple and color the big apple"

6. as many as - more than
"Are there as many bows as there are arrows?"
"Are there more strings than balloons?"
"Look at the picture. Are there more dots in the second ring than the first?"

7. larger-smaller
Explain that "big" is "large" and "little" is "small."
"Which is the smaller kitten?"
"Which is the larger animal?"

8. largest - smallest
"How many balls do you see?"
"Which is the smallest? Which is the largest?"

9. meaning of a group
Two or more things together are a group.

C. Number Concepts and Associations

1. Meaning of numbers from one through ten
2. Association of quantity and number symbol
"Name the different things you see on this table and tell how many of each there are."
3. Representing numbers with figures, pictures and words
"How many marbles do you see? Write the number. Find the word that means the number."
4. Association of groups and number symbols
"Write in each box the number that tells how many bells there are in the picture."
5. Recognizing quantities and writing the correspondent number
"Draw a ring around the number in each box that tells how many flowers you see in that box."
6. Ordinals
"George is the first boy in the row. Who is the second?"
"Pick up the fifth book from this end."

D. Number Sequence

Write the numbers in order through 20.

E. Concepts of Time

The concept of time can be very abstract to the retarded child unless it is tied up with a practical and concrete experience.

Paper clocks can be made so that each child has his own. Oaktag is good material and the hands can be made from paper fasteners.

The concept of the hour must be presented first and tied into everyday events.

"Look at the little hand. It shows the hour. What hour do we start our school day?"

"Where is the little hand when we use the rest room? The big hand is lazy. It always stays on twelve when we tell the hour."

"It is time to go home. Where is the little hand now?"

After the hour is learned we can present the half hour. Some may be able to learn the quarter hour.

Other concepts of time are the day, weeks, and months.

"Tomorrow is Valentine's Day."

"Next week we are going on our school picnic."

"Yesterday was Ann's birthday."

"Tomorrow let's make a folder for our January work."

"December is the month that Christmas comes in."

"What time of the year is it when the trees begin to bud?"

F. Measurement and Weight

If any cooking is done in the room, the concepts of a cup, pint, quart, and gallon are easily presented.

"We are going to bake a cake. The recipe says 2 cups of flour. Then mix in a half cup of shortening."

"Measure a quart of milk for our hot chocolate."

Measurements can be meaningful when each child keeps a record of his height and weight.

Use the ruler to introduce inches and feet.

Butter, apples, candy bars, pies, and cakes are excellent mediums for introducing simple fractions.

"Let's cut the apples in half. John, you take this half, Paul, you take the other."

"How many pieces are there in this candy bar? Each piece is called a third."

G. Money

The child must learn the relative value of a penny, nickel, dime, quarter, half-dollar and dollar through the use of real money in the classroom.

The use of money in the school cafeteria is a good way to explain the value of money.

"School lunches cost a quarter. How many nickels in a quarter? How many dimes? What is a quarter made up of? How many pennies in a dollar?" "Milk costs four cents. What change will Lee get from his nickel?" "Fruit jello is 8 cents. Does Fred get any change back from his dime?"

H. Shapes and Forms

Be able to recognize a triangle, circle, and square.

I. Counting

Rote counting
Counting by 2's to 20
Counting by 5's to 100
Counting by 10's to 100
The use of an abacus helps. Also ice cream sticks put into groups of two's, five's, and ten's with rubber bands around them.
Group checkers or dots into two's, five's, and ten's and count them.
Children may stand in groups of two's, five's, and ten's and be counted.

J. Calendar

A commercial calendar where the dates are put in daily is a great help; the teacher can make one.

The child learns the days of the week, the months in the year. He puts a picture in for the various holidays. He learns which are school days and which are holidays.

He knows the year, and what month the year changes.

K. Addition and Subtraction

1. Adding concrete objects.
2. Adding semi-concrete such as dots and chips.
3. Abstract numbers.
4. Introduce the word "and" and the word "add."
5. Introduce the word "take-away" and "subtract."
6. Introduce the vertical form and the importance of keeping the column straight.

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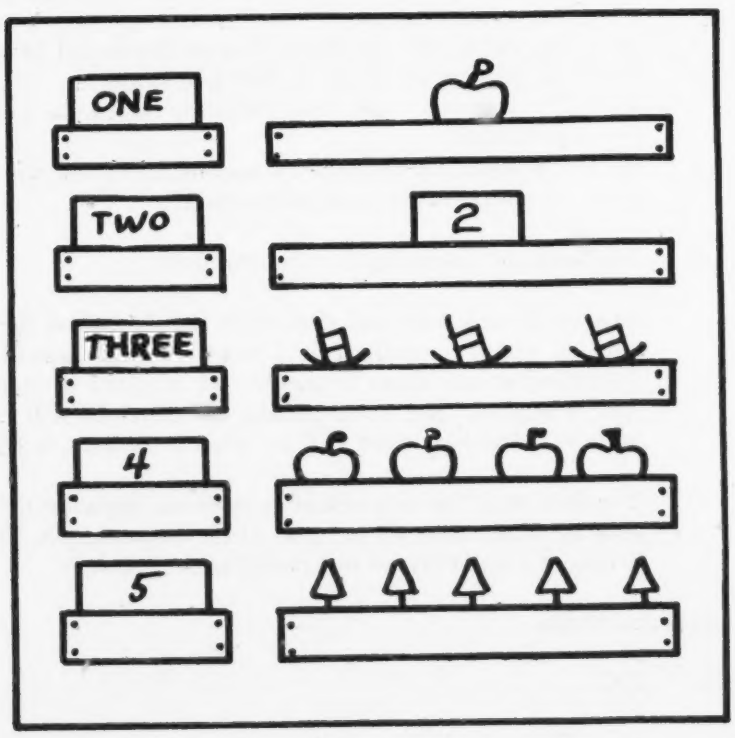
PICTURE NUMBER CHART---



Picture Number Chart--It is possible to buy charts but teacher produced ones are more colorful and adapted. Three inch strips of oaktag are fastened with paper fasteners to large sheets of oak tag or other suitable chart paper. Into these pockets various pictures, numbers, etc. pertaining to numbers are placed. Children enjoy using this chart during free time.

SCIENCE EXPERIENCES

I. Areas of Instruction

The retarded child can profit a great deal by areas of instruction in science that apply to his everyday living. The weather, pets, things he can see, hear, and feel all interest him. He may never understand some of the wonders of our scientific age, but he may appreciate the use of some of the things, and a simple explanation will set his mind at ease.

Many times science is taught through experience units, but there should be definite goals. The teacher should give considerable thought to what experiences are necessary to the presentation activities, and understandings of a particular question.

A. Aims

1. To create an awareness and interest in science in our everyday life.
2. To create an understanding of the relationship between self and environment.
3. To aid in the interpretation of the world in which we live.
4. To distinguish between fact and fiction.
5. To practice and use thinking steps to solve our own problems.
6. To build an attitude of responsibility for the conservation of things within our environment.

B. Methods and Techniques of Instruction

Science is seasonal and should be taught when the children are curious about something and eager to find answers. A unit on gardening would seem strangely out of place if taught during the winter season. The environment of the child will determine the science activities which will be most beneficial in his daily living.

The following list of possible experience units are listed under the seasons when they seem most likely to be taught. Then there is a listing of some that are not classified in this way.

II. Seasonal Units

A. Fall

1. Weather changes of the season.
2. Leaf studies--structures and kinds.
3. Animals prepare for winter.
4. Days are different. Why do the days become shorter?
5. Seeds and how they travel.
6. Food.
7. Changes found in nature.

B. Winter

1. Weather changes of the season.
2. What makes it snow?
3. Our living conditions and how they are affected by weather change.
4. Body and health.
5. Changes in nature.
6. Animals in winter.

C. Spring

1. Weather changes of the season.
2. Insect life.
3. Bird life.

4. Flower study.
5. Gardening.
6. Trees and our forest.
7. Conservation.
8. Plant life.

III. Other Possible Units for Study

A. Body and health.
B. Machines.
C. Water animals.
D. Rocks and soil.
E. Our needs and structure.
F. Atmosphere.
G. Minerals.
H. Solar system.
I. Our Universe.
J. Foods.
K. Light and water.
L. Fire and its uses.

IV. Experience Units

A. Indoor Weather

Topic: A heating unit (Suitable for school heated by steam.)

Discussion:

Question: Where is the fire that makes the heat for our school?
Answer: In a special place called a furnace.

Question: What is burned to make the fire?
Answer: A fuel--usually oil, sometimes coal or gas.

Question: How does the heat get to our classroom?
Answer: Above the furnace is a part called a boiler. There is water in the boiler. The fire in the furnace causes the water to boil and become very hot steam. The steam flows up through pipes into radiators in our classroom. The hot steam makes the radiators become hot.

Activities: A trip to the heating system. Talk with the custodian and have him explain in simple terms how the furnace works.

B. Fun With Water[1]

Young children love to dabble in water, to pour it from one

1 Schneider, Herman and Nina, Co-authors, "Health Elementary Science Series," *The Instructor*, March 1957. F. A. Owen Publishing Co. (Reprinted by permission.)

container into another, water it soak into a sponge, make it flow through a tube, explore its properties.

This is hardly new to you, but perhaps you have been reluctant about having water play in your classroom because of the housekeeping problems involved.

Water play need not be a problem, if you establish the rule that it must be done in a dishpan. The unbreakable tube made of flexible plastic is especially good for the purpose. Other materials can be kept along side on a lunch tray. These might include: plastic sponge, plastic funnel, rinsed-out milk containers in quart and pint sizes, a foot or two of rubber tubing, plastic measuring cup, medicine dropper, clothes sprinkler, nursing bottle, refrigerator dish and water pitcher, all of plastic, water toys, various objects (such as pencil, paper clip, pebble, wodden block) for testing "sink or swim."

The materials themselves will suggest a variety of activities to your youngsters. At first they may merely wet the sponge and squeeze out the water, or pour water from the pitcher into the cup. Soon they will go into more sophisticated explorations such as finding out how many pint containers of water will fill the quart or whether water will flow through the rubber tube when the "outgoing" end of the tube is higher than the "incoming" end (it won't).

After the water-play materials have been used for a week or two, you may wish to have a discussion in which the children report and summarize their discoveries.

C. Science in the Wind

Motivation: How and Why of Wind?

1. Wind is moving air. We developed this concept by observing the wind blowing leaves and papers along the street. Then we reproduced wind inside. Use a sheet of cardboard to fan bits of paper along the floor.
2. Wind blows on lakes and oceans and rivers and makes waves. We fan water in a basin and make waves.
3. Wind causes rain to fall in a slanting direction. We fan "rain" falling from a clothes sprinkler and cause it to fall slantingly. (Let the rain fall into a basin.)
4. Continue on to use sand dunes, pinwheels, little paper kites, and candle flames. In each case we see that when we push air and made it move, we get little winds that do "windy" work. To clinch the connection between wind and air, inflate a balloon and permit air to escape. Let the escaping air perform all sorts of windy tasks such as making waves, blowing bits of sand and dust, and propelling a toy sailboat in a basin of water. In each of these simple activities we add to the concept that wind is moving air.

V. Some Science Activities

A. Pets in the Room

A pet that is easy to take care of, such as a small turtle, or turtles, that can be bought in any Ten Cent Store can be kept in a bowl, fed by the children, teaches responsibility and increases functional vocabulary. The same is true of gold fish or tropical fish.

Other pets might be a parakeet or canary. Birds and bird life could be studied.

B. Pets for a Day

Children could be encouraged to bring pets to visit for a day. In this way interest and curiosity could be stimulated. Much oral discussion could evolve around the visiting pet; new words could be added to the vocabulary and experience stories composed.

C. Plants

A small window-garden could be started with each child planting some seeds or bulbs. Bulbs in individual flower pots make nice Mothers Day gifts. Milk containers with the tops cut away make good flower pots.

D. Rocks

A rock corner or collection could be kept in one corner of the room.

SCIENCE UNIT

THE SUN

I. Introduction

This is a unit designed primarily for younger children more specifically for the primary level of work. It includes a limited amount of reading and writing and yet uses much from the child's everyday knowledge and environment.

II. Objectives

A. General

1. To incorporate a general and over-all science program early in the school program.
2. To aid the younger child in becoming interested in and

familiar with his own physical environment.

B. Specific

1. To help replace superstitions with simple basic facts.
2. To help younger children become aware of their dependency on their environment.

III. Areas of study

A. The Sun and Its Work

1. What does the sun look like?
2. How does the sun make night and day?
3. Why does the sun shine specifically on us?

B. How the Sun Helps Us

1. How the sun helps to keep us warm.
2. What makes crops grow?
3. How does sunlight help our bodies?

C. Activities

1. Drawings of the sun by the children.
2. Show some of the many comic film strips and movies of the sun.
3. Let the children help plant two simple plants such as ivy. Let one stand in the sun and cover the other with dark paper. This shows the necessity of the sun in plant growth.
4. Field trip to study plant growth. Compare those plants in direct sunlight with those partly covered.
5. Use the model planetarium. Or the teacher may make models using oranges and lemons or a tennis ball and a ping pong ball.
6. Take the children on a field trip to the City Planetarium to see the sun, moon, and stars.

SCIENCE UNIT

CAGEY CAPERS FOR PRIMARY CHILDREN

I. Introduction

Young children are always interested in animal life. Wild animals hold as much fascination for them as do the domesticated animals. Kindergarten and Primary children like to become acquainted with animals of the jungle and learn about their characteristics and habits. They learn how wild animals secure food, protect themselves from their enemies, and what use they are to mankind. An interesting way to secure such information and to develop an appreciation of wild life is through the zoo unit.

II. Objectives

A. General: A unit of this type is not only valuable in giving the child information, but it always gives training in good citizenship traits such as: self-control, initiative, self-direction, responsibility, cooperation, courtesy, tolerance, sympathy, and kindness.

B. Specific

1. To acquire knowledge of the characteristics of zoo animals and other animals of the jungles.
2. To encourage originality.
3. To furnish a time where learning is not only desirable but stimulating.
4. To help the child organize his ideas so that he can talk clearly about something in which he is interested.

III. Approach

A. Place around the room stuffed zoo animals with a caption under each.
B. Read the story of "Licorice" which is about the animals that have been placed about the room.
C. Learn songs about the zoo animals. One song "The Elephant" will help teach the movements of this animal and also help teach numbers.
D. Read riddles about animals at the zoo.
E. Place on the bulletin board pictures of zoo animals' babies, and read to the children the story "The True Story of Animal Babies."

IV. Development of Unit

A. Informational Activities

1. Discussion of:
   a. The summer and winter homes of different zoo animals.
   b. How zoo animals were secured, fed, and trained.
   c. How zoo animals travel to our zoo.
   d. How zoo animals, which children have seen, perform.
2. Excursions
   a. See zoo animals in a circus parade.
   b. See and talk to a real clown.
   c. Visit a zoo to see animals.
      (1) Talk with animal trainers.
      (2) See zoo animals perform.
      (3) Watch the feeding of the animals.

B. Expressional Activities

1. Make animal cages out of large cardboard boxes and let

children paint them.

2. Make and paint large paper animals to be placed around the room and in the cages.
3. Construct a corner for wild birds using a tree branch to display them.
4. Make paper bag animal puppets.
5. Give dramatization of zoo animals such as feeding the animals and show some of the tricks the animals can do.
6. Make "Bozo" the clown. Place in each hand different colored balloons to teach the children their colors.
7. Do finger paintings of the things they saw at the zoo.
8. Show films about zoo life.
9. Learn songs and dances by which the children represent zoo animals and clowns.
10. Make zoo napkins from a paper towel, letting each child design his own to be used at a zoo party.
11. From modeling clay make clay animals.
12. Do some finger plays.
13. Dress up large brown shopping bags. This may be done by cutting out pictures of zoo animals and clowns and pasting to the bag. These can be given to the mothers.
14. Make individual waste baskets to be taped to their desks out of large paper bags. This teaches the child a sense of responsibility of helping keep the room clean.
15. Make a chart on zoo fun and list riding the merry-go-round, feeding peanuts to monkeys and elephants, shaking hands with "Bozo" the clown, and eating a picnic lunch together.
16. Decorate the room for the party and make favors of flip-flop animals.

V. Culminating Activities

A. Give a zoo party. Invite the parents and/or another class to attend.

1. Give dramatizations of life at the zoo such as:
   a. Feeding animals.
   b. Tricks animals can do.
   c. Demonstrate antics of "Bozo" the clown.
   d. Demonstrate things they buy to eat such as cotton candy and peanuts.
2. Sing songs and give dances about the zoo.
3. Serve refreshments of animal crackers or cookies and pink lemonade.
4. Give favors and napkins to the parents and visiting class.

B. Take an excursion to the zoo.

VI. Evaluation

A. The study of the zoo familiarizes the child with unfamiliar

animals.

B. Emphasize that the right care of the animals in a zoo determines its success.
C. Teaches how wonderfully the animals of a zoo are trained.
D. Gives entertainment to many people and familiarizes them with many unfamiliar animals and persons.
E. Teaches that animals live in families.
F. Teaches how wild animals are taken from their natural habitat and are placed in as nearly the same type of environment as possible so that they will be happy.
G. Teaches them safety at the zoo by:
   1. Keeping hands out of animal pens.
   2. Never climbing on railings.
   3. Learning to feed only animals that are supposed to be fed.
H. Teaches to appreciate how much time a clown spends to make a performance enjoyable.
I. Broadens the child's horizon.

Understandings: How the children grow in:
1. Working together cooperatively.
2. Respecting the rights of others.
3. Sharing books, material and tools.
4. Learning to follow directions.
5. Listening while others talk.
6. Contributing to discussions and story telling.

THE ARTS

I. Music

A. Purpose

To set up a program to fit the needs of the exceptional child in the primary program.

The exceptional child likes to sing, to dance, and to act out music just like any other child.

Because he cannot memorize many verses and his attention span is short, he likes the familiar songs that he has heard over and over in the classroom, on the radio, or the record player.

This does not mean that he cannot learn new songs and grow to cherish them, but it will take him longer and will require more patience on the part of the teacher.

There is much therapeutic value in music which will be of benefit to these children. Some children can express in music what they can't express in words. A child with an emotional problem may not be able to talk about it, but he can release his inhibitions and find freedom of expression in music.

Many children experience a feeling of "belonging" in rhythmical activities. The following skills may serve as an outline to help teachers in determining the level of development in each child.

B. Methods

1. Records

a. Listening: There are certain records which the children like to just listen to, such as "Johnny Appleseed" or the Little Orley records, "Churkendoose" or "Alice in Wonderland," "Cinderella" or the Bozo Series.

b. Activities: The children like to march around the room to "The Teddy Bear Picnic." A leader is chosen and he winds in and out of the seats, setting the pace.

"Way Down Yonder in the Paw Paw Patch" may set the children to bending down "picking up paw-paws and putting 'em in a basket."

The "Sing 'n Do Records" help the child to pretend he has a little puppy or that he is a puppet or an Indian letting out a war-whoop or doing a dance.

The Rainbow Rhythm has the child walking like a duck or an elephant, pretending he is the wind, or a butterfly. He may gallop, skip or run to these rhythms.

The "Rainbow Rhythm Album for Exceptional Children" may set the children to playing the "Little Rock on a Hill," the "Wheel Chair Polka," or "Flying a Kite."

c. Drama. There are acting-out records such as "The Shoemaker and the Elves," "The Three Bears," "Peter Rabbit," or "Pinocchio." The "acting-out" may become quite a production, with costumes, makeshift scenery, and possibly an audience from a primary group, or the children may just stand by their seats and go through the motions.

2. Singing

Children like to sing songs about people familiar to them. In a unit on "Community Helpers," the child may learn, "The Postman," "The Fireman," "The Ice Cream Man," "The Scissor Man," and maybe "The Street Organ."

Birthdays occur frequently during the school year. On these occasions children enjoy singing "Happy Birthday," and

"Birthdays are Such Jolly Times."

Halloween allows opportunity for singing "The Wind is Howling," "Boo," and "Three Little Pumpkins." These may be acted out as well as sung.

In November comes Thanksgiving with "Over the River and Through the Woods" as well as the prayer, "Thank You God for Everything," and "He's a Big Fat Turkey."

Next comes Christmas with the traditional carols that the children love to sing. Also, "Up on the House-Top," "Old Santa's Coming," "I Wish You a Merry Christmas," "Rudolf," "Jingle Bells," and "I'm Dreaming of a White Christmas," are favorites.

For Washington's and Lincoln's birthdays we have "Battle Hymn of the Republic," "Yankee Doodle," and "America the Beautiful."

Valentine's Day brings "When you send a Valentine" and "Father's Valentine."

At Easter "There's a Little Bunny," "Easter Time," and "The Easter Egg," may be used.

Songs we know may include "This Old Man," "There Was A Crooked Man," "Sing a Song of Sixpence," "Mary Had a Little Lamb," and "Little Ducky Duddle."

Children love to sing about the great out-doors and the world. "The Wind," "A Goblin Lives in Our House," "On a Rainy Day," "Row, Row, Row Your Boat,""Jack Frost," "Lavender Blue," "Skating," "It's Spring," "Fun in Our Garden," and Daffodils" are in this category.

3. Instruments

Rhythm band instruments may be very effective in teaching the beat of the music. Each child should have the experience of playing an instrument. These instruments should include drums, wood-blocks, tom-toms, triangles, bells, and tambourines.

The child should learn to keep time, should know when to start and stop with the music and should listen for the accent and beat. Just learning to keep time with the music is quite an accomplishment for some children.

4. Singing Games

These games may be sung and played with or without piano

accompaniment:

"Crooked Man"
"The Cobbler"
"Dancing Song"
"I See You"
"Shoemaker's Dance"
"Wee Willie Winkie"
"A Hunting"
"Round and Round the Village"

These are but a few of the singing games, perhaps the more familiar ones. The teacher should make sure that the steps and rhythms are kept simple, and she should select those best adapted to her pupils and environment. "Children like to do that which they can do well; therefore, it will be better to teach a few games thoroughly, than to attempt many."[1]

C. Folk Dances

Here are some of the more popular and easily executed folk dances suitable for the primary group.

1. *Three Little Girls**

"Three little girls went sliding on the ice,
Sliding on the ice, sliding on the ice,
Three little girls went sliding on the ice,
So early in the month of May.
Swing them all around as you bring them in,
Bring them in, bring them in;
Swing them all around as you bring them in,
So early in the month of May.
The ice was thin and they all fell in,
They all fell in, they all fell in.
The ice was thin and they all fell in,
So early in the month of May."

The first eight measures should be played twice before playing the chorus. The last verse is sung on the repetition of these measures.

Formation: One large single circle, hands joined. Inside the big circle, the three little girls join hands. The circle glides one way while the small circle glides the opposite.

Verses one to eight the circles slide in one direction, then the verses are repeated and the circle glides in the opposite direction.

On the last four verses the big circle stands in place. the girls in

1 Ziegler, Carl, "Singing Games and Dances," Willis Music Co., Cincinnati, Ohio.

the center skip out to the circle, choose a boy apiece, then the partners join hands, skip in to the center, skating as they go. The girl leaves her partner there and joins the circle. Then the game is started again, using the word "boys" instead of "girls" in the first stanza.

2. *How D'ye Do, My Partner**

This song is divided into eight measures. Each measure is numbered.

"How d'ye do my partner,
1 2
How d'ye do to-day
3 4
Will you dance in the circle?
5 6
I will show you the way."
7 8

Formation: Double circle, with partners facing each other.
Measures 1-2: Children in the inside circle boy or curtsey to those in the outside.
Measures 3-4: Children in the outside circle return the bow or curtsey.
Measures 5-6: Partners give first the right hand and then left to each other.
Measures 7-8: They cross their hands and move forward side by side.
Repeat Measures 1 through 8 singing "Tra-la la la la."
Partners run around circle counter-clockwise, three running steps to the measure for 8 measures. Then then turn in toward each other and face opposite directions and run clockwise for eight measures.

3. *I See You**

1. "I see you, I see you,
Ti-ral-la-ral-la-lal-la-la!

2. I see you, I see you,
Ti-ral-la-lal-la-la!

3. You see me, and I see you,
Then you take me, and I take you,

4. You see me, and I see you,
Then you take me, and I take you."

Formation: Four lines facing toward center, inner lines about 4 steps apart, the outer lines right behind the inner with hands on shoulders of the child in front.

1. Children in back lines bend sideways left and right and play "peek-a-boo" with those opposite, twice slowly, then four times quickly. (Repeat.)
2. All clap hands once and those in the back skip forward, going to the right of their partners, clasp hands with those from the other side and circle left.
3. Clap hands once, clasp hand of first partner and circle left. At the end, stand as in first formation but those who were at the back now stand behind and vice versa. Repeat from the beginning.

4. *A Hunting**

"A 'hunting we will go!
A 'hunting we will go!
We'll catch a fox and put him in a box!
A 'hunting we will go!"

Formation: Two lines facing each other.

The players at the head of the line step forward, clasp hands and run or skip down between the two lines and back again. Then they separate and run down behind the line in which they formerly stood and take their place at the foot of the line. This is repeated until all are back in their original places.

5. *Did You Ever See a Lassie?**

"Did you ever see a lassie, a lassie, a lassie,
Did you ever see a lassie do *this* way and *that?*
Do *this* way and *that* way, and *this* way and *that* way;
Did you ever see a lassie do *this* way and *that?*"

Form a circle and sing the first half of the song while moving to left or right. While singing the second half, stand still while the one in the center does any movement he wishes. He may skip, he may bow, hammer, jump up and down, dance, etc., and the group must imitate him. The teacher should choose a child with a pretty good imagination to stand with the circle.

6. *Go Round and Round the Village**

"Go round and round the village,
Go round and round the village,
Go round and round the village,
As you have done before.
Go in and out the windows,
Go in and out the windows,

---

*Music for these and many other games may be found in *Rhythmic Activities, Series I and II,* published by the Burgess Publishing Co., 426 South Sixth Street, Minneapolis 15, Minnesota.

Go in and out the windows,
As you have done before.
Go stand and face your partner,
Go stand and face your partner,
Go stand and face your partner,
As you have done before."

Formation: Children join hands and stand in a ring. One child skips around outside of circle as all sing the first stanza. The second stanza the children in the circle raise their joined hands as high as possible to resemble an open window and the child outside goes in and out under the arches. The third stanza the child outside the circle somes inside the ring, stands facing another child and each bows as they sing the last lines. The child bowed to, becomes the leader for the next game.

Sometimes they may improvize and sing "Go follow me to ----------(the nearest town or city in which they live)." Then the child chosen skips around outside the circle behind the leader, then he chooses a child until there is no village left.

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II. Crafts

The question has been often asked, "What can be done in the field of arts and crafts for the mentally handicapped? Do they have creative ability or must they always have a pattern to guide them? Can they benefit from a regular class in art instruction such as is given the normal child or should the art curriculum be changed or "watered-down" for them? And, lastly, what part does art thereapy play in their program?

Much can be done for the mentally handicapped in this field. Success along artistic lines often takes the place of failure in academics. A lack of ability to read and do arithmetic may be compensated in the ability to use the hammer and saw, to mold in clay, or draw a creditable picture.

Creativity is usually associated with intelligence; however, the mentally retarded are not without some spark of creativity, and this can be fostered through the enrichment of experience and the presentation of many and varied materials for them to work with.

Must the teaching methods for these slower ones be different from the normal? Charles D. Gaitskill has this to say:

"It appears that the approved teaching methods in art used with normal children are practical and effective when applied to slow learners. The usual

pedagogical procedures found for normal children, including motivation, guidance, classroom arrangements, display and appraisal of the effectiveness of the program in progress vary in no marked respect from those which may be recommended for children of retarded mental development."[1]

What part does art therapy play in this program? It is invaluable for these children. It supplants failure with success. Art time for many of them; a time to relax, to do something one thoroughly enjoys--to have fun.

Go very slowly with these children as you plan your art lessons. Teach one design at first. Limit the use of crayons. The age level must always be taken into account.

Plan your art lessons. Build them in developmental sequence. Be able to see growth.

The child must be guided and shown, but never do the work for him. Do not look upon the art or craft as a finished product from the adult's viewpoint. Let them take home something they have done entirely by themselves.

Stages of Growth in Art Expression

A. Scribble Drawings

1. Materials to use for textures:

Screens
Corrugated paper
Wall paper
Wire
Sand paper

2. Materials to scribble on:

Newsprint
Newspaper
Construction paper

3. The Seven Magic Symbols

Straight line

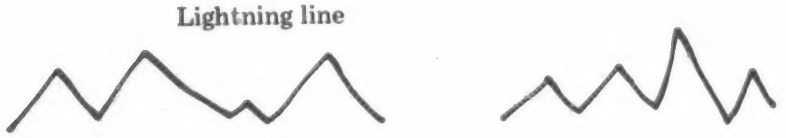
Circles

1Gaitskill, Charles D., "Art Education for Slow Learners," *School Arts*, Feb., 1954. p. 5.

Half circles or Elongated circles

S Curve

Lightning line



Wavy line

Spiral line

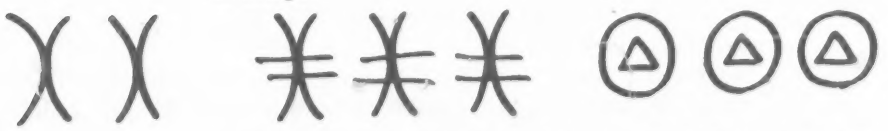
Procedure: Scribble all over paper with light pencil. Look over scribble and find some that resembles a dog, cat, or object of any kind. Fill with heavy color crayon.

B. Designs

1. Crayon Border Design

a. Make any design with use of the seven magic symbols

Example

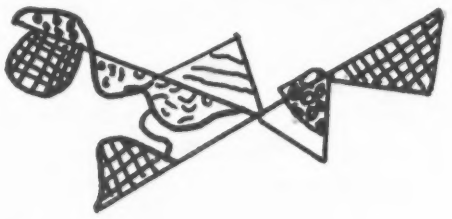


Crease paper--use newsprint at first--into squares. Then fill every other square with your design. This makes nice wrapping paper at Christmas time or ornamental book covers.

C. Point Drawing

Materials: 12" x 18" newsprint. Color crayons.
Technique: With a black or brown crayon make five light dots on paper, *not* in a straight line. Connect these dots, crossing back and forth in any pattern, and figure or design will result. Color

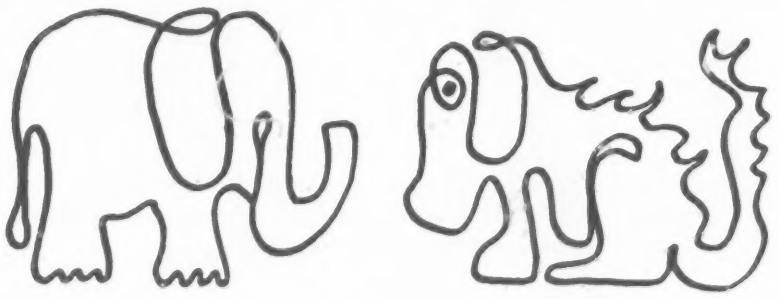
each area with a design. Fill in small areas with solid colors. Repeat same colors in large and small areas.



D. String Figure

Materials: Newsprint large size (12 x 18); crayons; piece of string.

Technique: Loop string in any design on paper. Keep looping it until you see some kind of figure or interesting shape. Draw around it lightly with crayon. Then color and fill in details. This can be used for a number of lessons until child is fully satisfied with his drawings. Mount every one on bulletin board.



E. Crayon Resist

Materials: Newsprint to start out--later white construction paper.
Technique: Color whole area of paper with bright colors, using small areas in paper for each color. Use all colors but dark browns or black. Two colors may be tried at first--yellow and orange-- red and orange-- green and blue, etc.

After the page is thoroughly colored using the colors heavily, go over the entire paper with black crayon bearing down heavily.

Take nail file, tooth pick, any metal instrument like the point of scissors and scrape away parts of black, making a design, or something realistic if child desires.

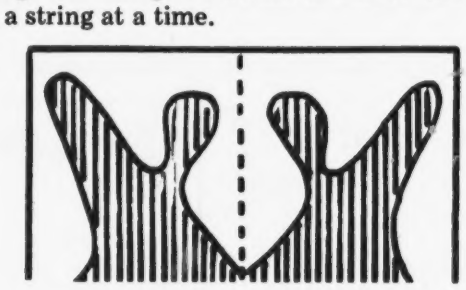
F. Paint Resist

Materials: Newsprint or white construction paper, crayons, black tempera paint, brushes (heavy).
Technique: Color over paper in the same manner as for crayon resist. Then paint over with a heavy wash of black tempera. Scratch through with sharp object while paint is fairly wet.

G. **String Painting**

Materials: White construction paper, string, tempera paint.
Technique: Fill jar lid with tempera. Take one end of string and lower it into paint getting all but about four or five inches covered. Coil the string carefully onto a folded sheet of paper letting the dry string hang out at the bottom. Cover the fold and press down, drawing the string straight down and putting pressure on paper as you draw.

Open up paper to see twin. The design is ofetn very handsome and the children are amazed at the results. Two colors may be used by pulling two strings of different colors down at the same time or using a string at a time.



H. **Bug Names**

Material: 9" x 12" white construction paper, tempera paints
Technique: Fold paper the long way and crease well. Write name in heavy tempera; be sure that each letter rests on fold. Fold paper over and press hard so paint makes impression on other side. Fill in areas with paint and draw imaginary bug, butterfly, etc.

This can be done with heavy crayola, too. After writing name in heavy crayola fold and get crayola print on other side. Fill in outline and proceed with directions above.

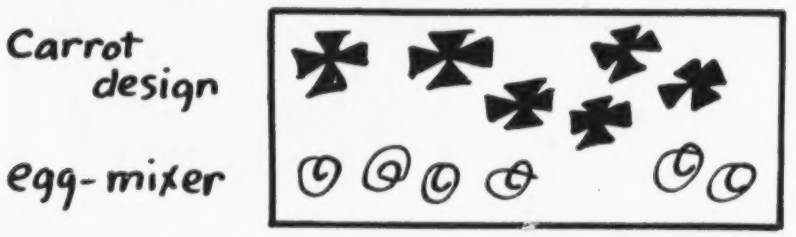
I. Block Printing

Materials: Potatoes, carrots, wire egg beater, screen, etc. Newsprint and construction paper, jar lids big enough to dip slice of potato or carrot in.
Technique: Slice end off potato or carrot. With paring knife cut out some designs in potato or carrot. Dip in paint and transfer to paper.

Try on materials to make border prints. Unbleached muslin would be good.

Use designs on paper or material with carrot top, tongue depressors, or toothpicks.

Makes good designs for Christmas paper or wrappers for books.



J. Brush Strokes

Materials: Construction paper, tempera, paint brushes with large and small or fine bristles.
Technique: Warm up first by just dipping brush into paint and trying different kinds of strokes. This might take more than one art period.

When the children are adept at this, make a design or picture with the strokes. Suggested Pictures: Fall, when the flowers and weeds are going to seed. Some cattail and grasses and weeds make effective pictures.

Be sure the child does not "paint" or re-touch. All of this is done by the stroke of the brush.

K. Drip Paint Techniques

Materials: White Construction paper. 9" x 12" is probably the best size, tempera brushes, soda straws.

Technique: Drop paint in various colors on paper. Then blow quickly through straw before paint has had a chance to dry to make feathery designs. Nice to do on a rainy day when rain is dripping down the window pane.

It is best to do small areas at a time since paint dries so quickly.

L. Water Color Techniques

Materials: White construction paper, tempera paints, brushes, water.

1. Making Scenery

Technique: Brush on water until paper is thoroughly covered. At top of paper add blue with brush strokes leaving some white. Let blue drip down.

Add some thick and thin brown verticle strokes with brush.

Then add green blobs and yellow to make the foliage of trees. Lastly add a brown background.

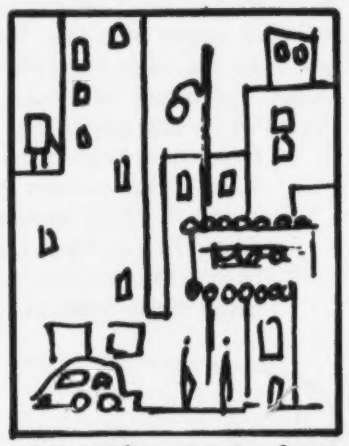
A fall scene can be done with reds, yellows, and browns.

Take tip of scissors or blunt instrument and scrape tree trunks to make line. Make vertical lines on wet green paint for foliage.

Water coloring should be done quickly. Anything repetitious or worked-over spoils the results.

2. Finding a Shape

Wash paper with water. Then dip brush in paint and let blobs run together. Find a shape and connect the lines. Make this a fun project!



City Street at night

M. Cut-out Designs

1. Positive-Negative (For eight and nine year olds)

   Materials: Two pieces of any size construction paper in contrasting colors, scissors, paste
   Technique: Fold one piece lengthwise. Start cutting at one end and cut back and forth in any kind of pattern, being careful to avoid cutting into the fold. Finish at the opposite end. Pull the design out and paste it on the other piece of construction paper. Children who are not handy with scissors may need help on this.

2. Christmas Tree Decoration paper, scissors.

   Technique: Cut strips of construction paper lengthwise about three inches wide. Fold lengthwise in half. Cut up and back reversing strip as you cut like this:

   Cut in about one-fourth inch strips. Unfold, and you have an effective paper chain.

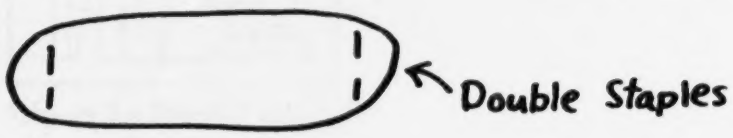
   These decorations do not need to be confined to Christmas. Any time of festivity, like Halloween with orange and black would do.

3. Animals

Bird

   Materials: Strips of construction paper, scissors, paste, stapler, crayons, yarn.
   Technique: Make body by taking a strip of paper any width and making a circle of it. Staple the circles together. Head may be smaller circle. Ears and tail can come up from back of body and head--a long piece of paper with lower part the tail and upper part ears. Fasten on paws, etc. Paste strips of material on yarn for eyes, nose, mouth, whiskers. Fringe paper for mane of horse or for exxaggerated eye lashes. Strips of narrow paper may be stapled on for legs.

   a. Crocodile, dragon, frog, etc.
      Round the corners on a piece of construction paper about 5 or 6 inches in width, any length desired, depending on type of animal to be made.
      Staple two widths for top of head and body together. Then staple two widths for bottom of body like this:



Put four widths together. Cut the two middle strips down about six inches and staple them together inside.

Add red paper tongue and paste or staple in, letting tongue hang out.
Teeth may be cut out of white construction paper and pasten along the edges.
Eyes may be put on strips of paper and folded over to stand out.
Front and back legs of animal may be joined by a narrow strip of cardboard, folded to give an accordion effect.

N. Modeling in Clay

1. Two different approaches to modeling with clay.
   a. The Analytic Method: Pulling out from the whole.
   b. Synthetic Method: Putting single representatives together in a whole.

   Let the child choose his own method. Both methods reveal different kinds of thinking.

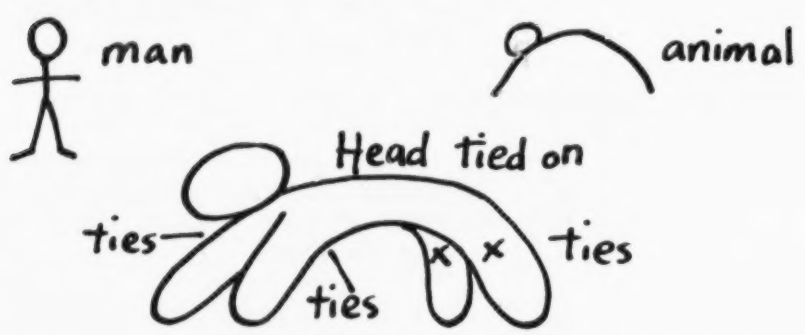
2. Things to Make
   a. The child who has not worked with clay first makes balls, small and large.
   b. Next come snakes.
   c. The bowl
      A good bowl can be made by making a ball from a lump of clay. Push in center of ball with fist, gradually rolling sides down and under to keep them from becoming too thin. Keep working with fist until bowl is well hollowed out, then mold with fingers.
   d. Animal or human figure
      The base for an animal or man can be made by rolling two coils of clay side by side. Bind two coils in middle, separate and you have the four legs of an animal.

      Separate top and bottom, add to the middle to make the body and you have the beginning of a man.
      If you have a kiln, use it.
   e. Casting with one-piece mold
      Use a straight water glass. Take a cardboard box the size of the water glass. Rub the outside of water glass

with soap. Put glass into the box and pour plaster of paris around it. After plaster has set, the glass will slip out leaving the mold.

O. Working with Paper Mache

Materials: Plenty of newspaper cut into strips of an inch or two inches. Wallpaper paste, paper towels, string, wire clothes hangers, tempera paints.
Technique: Bend clothes hanger into base figure:



Or take newspaper and bend in two parts. Split and tie for legs. Take strips of paper, dip in paste, strip off excess paste and build up placing strips round and round.

Last coat, put on paper toweling, preferably the white rather than the brown.

When it is dry, paint with poster paint.

Paper sacks may be used as a base for a figure, too. Fill body part with newspaper scraps. Tie string around paper for legs, ears, paws, etc.

P. Paper Masks

Take a 9" x 12" piece of colored construction paper.

Slit it in two places about two inches from both ends. Fold ends back and staple.

Have child put mask to face and mark where eyes go with crayon.

Remind them that eyes are not far apart. An inch is plenty. Cut out holes for eyes; then decorate mask with any type of paper cut-out.

Q. Cut-out for Murals

Group Work: Group work is effective only when child gets feeling

he could not have achieved singly what the group has accomplished.

The group decided what they are going to make together. Probably something children have studied about. Some project like "Fixing Lunch in School Room," "The Grocery Store," etc. Each child cuts out something to go into the project; the whole thing is pasted on a cardboard background.

R. Finger Painting

Finger painting is an activity most children enjoy. It provides opportunity for using the large muscles of the arm and fingers.

Homemade paints are less expensive than commercial mixtures and easy to make. The following are some recipes:

1. Mix one-half box of laundry starch (this amount will equal one and one-half cups) with just enough cold water to make a paste. Then add one quart of boiling water. Cook until clear, or glossy-looking. Stir continually to keep lumps from forming. Cool and add one and one-half tablespoons of powdered tempera of the desired color. The paint should be thick. Darker colors may be made by adding more paint. A few drops of cloves or winter green will keep it from souring; it should be kept in a cool place.
2. Gloss-tex, a prepared plastic starch, can be bought at any grocery store. White butcher paper any size may be used. It is not necessary to wet the paper. Put one or two tablespoons of the mixture on the paper and add a small amount of the tempera powder. It will mix as the child works.

S. Finger Painting Technique

1. The children should stand close to the table when painting.
2. Wet finger paint paper before using it. It may be rolled, with slick side in and put down into water.
   The loose edge should be put in first and then unrolled slowly to wet the surface.
3. Place the wet paper on the table with the slick side up. Smooth out any wrinkles and lift the corners to let any air escape.
4. Put one or two teaspoons of finger paint in the center of the paper. Smooth with the whole hand in large circular or horizontal motions. Use the flat of the hand in any number of motions.
5. Lift the paper by the upper two corners when the painting is completed. Place on newspapers to dry. After the painting is dry, it may be pressed with a warm iron.
6. Mount the finished product on colored or white construction paper and display.

7. It is usually not desirable to have more than four children finger painting at one time.

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The Primary Program

PHYSICAL EDUCATION

I. Introduction

Play activities have a very important part in the social, emotional, and physical growth and development of these children.

A well-planned, supervised play period adds much to the over-all success of the day. It contributes much to the development of good citizens and general success of boys and girls. Games and activities chosen should be within the interest and maturity level of the child. The teacher should encourage all children to participate.

To eliminate confusion, the rules of the activity or game should be discussed before actual participation and play begin. This should include selecting the activity, choosing equipment, monitors, captains, play areas, etc.

To obtain the maximum results and eliminate disorder and confusion, the teacher should be on the playground and take part in the activities whenever possible.

Steps toward the development of the concept that each individual must have the security of being accepted, loved, and appreciated, and in turn must give love, acceptance, and appreciation to others should emerge from a well-conducted educational program.[1] It helps to develop such concepts as:

[1] American Association for Health, Physical Education and Recreation, *Developing Human Democratic Relations,* p. 159. (Quoted by permission.)

1. "When I am friendly to a playmate, he is friendly too."
2. "It is fun to play with other boys and girls."
3. "When a playmate does something well, I should tell him so."
4. "Some children do better work and play better than I do."
5. "I can show you how to do this."
6. "All of us should take turns."
7. "When I am chosen leader, I should help others."

Equally important is the concept that individuals should contribute to the group and assume responsibilities for the groups' decisions and actions. Many types of play are enjoyable only as the group develops truly cooperative behavior. Children reach this realization through such reactions as:

1. "It's no fun if everyone tries to do it his own way."
2. "Let's find a better way to do it."
3. "The group decided what to do, and we all did it."
4. "I must help the leader."

II. Activities

A. Large Muscle activities

1. Done with or without music in room
   Walking
   Marching
   Running
   Bending
   Hopping
   Skipping
2. Done in a gym or pool
   Galloping Tumbling
   Tumbling
   Skipping
   Rolling
   Wrestling
   Swimming
3. Using Equipment
   Rolling
   Bouncing
   Throwing
   Catching
   Kicking
   Pulling
   Pushing
   Lifting
4. Games
   a. Group Games

      Circle Games
      Drop the Handkerchief
      Cat and Mice
      Chase the Animal Around the Circle

Hot Ball
Puss in the Circle
Magic Carpet
Animal Chase
Back to Back
I Saw
Musical Ball

b. Line Games

Brownies and Fairies
Statues
Run Rabbit Run
Old Mother Witch
Mid-Night
Giant's Cave
Fox and Geese
I Spy
Pom Pom Pullaway
Butterflies and Daisies
Ghosts and Witches
Railroad Train
Fire Engine

c. Tag Games

Plain Tag
Squat Tag (or Stoop Tag)
Wood Tag
Sidewalk Tag
Ankle Tag
Skip Tag

If a piano is not available, singing can be substituted. Rhythm sticks can be made from broom handles sawed into 8" lengths.

Cymbals can be made from lids of coffee cans with holes in the lids through which elastic finger loops are fixed.

Drums can be made from oatmeal cartons, ice cream cartons, old tire tubes stretched over the top and bottom of large tin cans.

Rattles can be made of shattered electric light globes covered with paper mache, tin cans or ice cream cartons filled with gravel, pop bottle tops or dried seeds.

B. Rhythm Activities

1. "Rhythm Activities with Music"

"Jolly is the Miller"
"Shoo Fly"
"Put Your Little Foot"
"London Bridge"
"Paw Paw Patch"
"Bunny-hop"
"This Old Man"

"Did You Ever See A Lassie?"
"Skip to My Lou, My Darling"
"Musical Chairs"
"Farmer in the Dell"
"In and Out the Window"

2. Rhythm Activities with Records

"Rainbow Series"
"Sing 'n Do Records"
"Shoemaker and Elves"(Acting Out)
"Jack and the Beanstalk"
"The Three Bears"

3. Dramatized Rhythms

"Humpty Dumpty"
"Hickory, Dickory, Dock"
"Circle Rhythms"
"Muffin Man"
"Windmill"
"Shoemaker's Dance"
"Round and Round the Village"
"On Christmas Day in the Morning"
"Mulberry Bush"
"Oats, Peas, Beans and Barley Grow"
"With Your Hands"

C. Small Muscle Activities

1. In connection with academic program

Crayons
Painting
Charcoal and Colored Chalk
Cutting
Pasting
Folding Paper
Counting beads
Use of peg board
Use of abacus

2. Academic or non-academic

Playing musical instruments
Blocks, peg-board, Lincoln logs
Puzzles
Lacing
Weaving with simple hooked loom
Sewing buttons or using sewing card
Use of zippers
Clay
Rhythm band instruments
Dramatization of stories in basic readers
Dramatization of social experiences
Dramatization of parts of a unit e.g. acting out good manners at the table.

3. Quiet Games in the Room

Poor Pussy
7-Up
Dog and Bone
Checkers
Gossip
Electricity
Hang Me
Tic Tac Toes
Tig-ajig-jig
Charades
Simon Says
Chinese Checkers
Missing Child
What's Missing?

4. Party Games

Pin the Tail on the Donkey or Put the Nose on the Witch (Halloween)
Balloon Burst
Relay Games
Artists
Newspaper Hats

III. Taking Stock[2] (How are they doing?)

A. Do they play freely and happily?
B. Do they play cooperatively with others?
C. Do they enjoy a variety of activities with many kinds of equipment?
D. Do they enjoy dance activities to simple forms of accompaniment?
E. Do they show improvement in their skills in running, jumping, skipping, games, and other activities?

IV. Illustrated Instructions for Constructing Rhythm Band Instruments

A. Shakers & Rattles--

Made from salt boxes, with a piece of doweling run through and thumbtacked, and from cottage cheese cartons. These were sealed after several dried beans, pieces of macaroni, etc. were placed inside. They were then covered with paper that had been previously cut and decorated.

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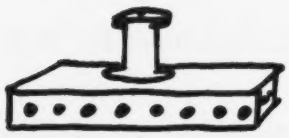
2 *Physical Education in the Elementary School, A Teacher's Guide*, Tulsa Public Schools. (Quoted by permission)

B. Drums--

Made from several sizes of oatmeal boxes as well as metal coffee cans. These were sealed together and covered with paper that had been previously cut and decorated.

C. Rhythm Sticks--

Pieces of doweling, cut in 12-inch lengths, sanded and painted.

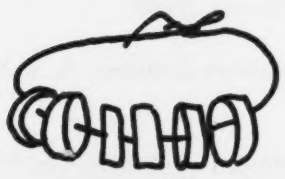


D. Sand Blocks--

Wooden blocks that had been cut into squares, sanded, and the bottoms covered with light sandpaper after the block was painted. Door knobs or empty thread spools are used for the handles.

E. Rattles--

Made from Christmas bells threaded through or sewn to strips of elastic cut to fit over the hand.



F. Rattles--

Made from bottle caps with holes punched in the center of them and threaded onto a heavy string.

G. Shakers--

Made from metal salt shakers, filled with rice, beans, gravel, etc., sealed and painted. These are particularly good because of the metal handle.

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A Bibliography for Parents and Professionals in the Area of Recreation for the Mentally Retarded. New York, N.Y.: National Association for Retarded Children, 420 Lexington Avenue.

Books, articles, and reports dealing with community recreation, camping, swimming, and scouting are listing individually. There are additional sections listing similar sources for institutional recreation and pertinent research references. All sources are identified which are particularly recommended for parents and volunteer workers.

A Guide to Books on Recreation. New York, N.Y.: National Recreation and Park Association, 8 West Eighth Street.

Comprehensive list of books and other recent publications in the field of recreation. Includes pamphlets and "how to" guides on activities for special groups.

APPENDIX

Seasonal Units

SEPTEMBER

Theme: *Vacation Fun.* **First two weeks of school year.**

Purpose: To discuss the different ways that the children enjoyed themselves during the summer months and to bring out the many advantages and activities that can be enjoyed on a vacation.

Method: Bulletin board display of various forms of summer recreation such as boating, swimming, picknicking, hiking, camping, fishing, etc. with lettering, "What Did You Do for Fun This Summer?"

Activities: Bring something you have found this summer for our Collection Corner, perhaps a bit of fool's gold sparkling in a rock; arrowheads; snap-shots taken on picnics or camping trips; a pet turtle caught in the back yard.

Academics: Write an experience story about our collections. Dramatize an exciting event that happened during the summer. Demonstrate the proper strokes in learning to swim.

School Orientation Program

Purpose: To teach the new pupils how to get around in the school, where the different classrooms are, how to use the cafeteria line, how to order lunch, what to do with lunch money, how to act on the playground, the purpose of the school guard and the school patrol, etc. Re-educate former pupils.

Method and Activities:

Personally conducted tours throughout the school.
Talking with the School Police and Safety Patrols.
Wearing name tags with room number on them the first two weeks.
Writing experience stories about our school.
Calling attention to various labels of materials in the school room and learning the use of school materials and supplies.
Becoming acquainted with school and room rules.
Talk about duties of school personnel.

OCTOBER

Unit on Fall

Purpose: To acquaint the child with the changing of the seasons. Explain what happens to the trees and grass in the fall, and talk about changes in weather.

Method: Work-sheets in Elementary Science on Autumn Leaves.

Work-sheets in Elementary Science on berries on Oklahoma. Cranberry (in summer). Cranberry (in fall).
Daily posting of the weather and temperature.
Display of various types of leaves in fall colors on bulletin board.
Display of fall flowers.

Activities: Color, study and discuss work-sheets.
Films: "Autumn Comes to the Southwest."
Draw around a leaf and color it.
Take a walk around the immediate neighborhood to observe the signs of Fall.
Press some Fall flowers.

Holiday: Halloween

Method: Display pictures of Halloween activities.

Activities: Discuss ways of celebrating Halloween suitably. Make some rules for Halloween fun that will respect the rights and privileges of others.
Write Halloween poems.
Make Halloween masks from paper sacks or paper mache.
Have a Halloween party with chocolate cup-cakes and orange icing (if unit has stove in room). Play "Pin the Nose on the Witch"-- similar to "Pin the Tail on the Donkey," Sing "Funny Witches" and "Brownies and Witches" from *American Singer,* Book 1.

NOVEMBER

Health

November is a good month for a unit on health since winter is coming and this is the season for bad weather with its resulting colds and absences due to sickness.

Activities: School nurse may talk to class on how to dress for cold weather; how to take care of a cold.
Experience stories on how to keep healthy can be written.
A health booklet may be made.

Holiday: Thanksgiving

Method: Bulletin board may have pictures of the Pilgrims and Indians eating the first Thanksgiving dinner together, or the children may have the teacher put up on the bulletin board the things for which they are thankful.
The teacher should explain the historical and spiritual significance of Thanksgiving.

Activities:
1. Read or tell stories about Thanksgiving. *"Thank You Book"* Francoise (Scribner).
2. Discuss things for which we are thankful.

3. Make an Indian headdress.
4. Make pictures of turkeys, pumpkins, Pilgrims, etc.
5. Make a turkey out of a potato body with matchsticks for legs and a cardboard head and tail wedged into a slit into the potato.
6. Filmstrip: "Celebrating Thanksgiving."

DECEMBER

Christmas

The spirit of giving as well as receiving should be emphasized and that this is a time for reverence as well as for giving gifts.

Method: Bulletin board illustrating the Christmas season.
A Nativity corner
Decorations for the window with tempera paint and stencils.

Activities: The manger creche can be made with clay, or with plaster of paris molds and painted with tempera paints.
Cardboard figures may be painted and used as a frieze.
Cones, pods and evergreens, together with holly and any berries that are available, may be used in making Christmas wreaths and decorations.
School pictures can be pasted on Christmas cards or mounted on green bake cups to make an effective bulletin board Christmas tree.

Christmas Gifts

Gallon cardboard ice cream cartons obtainable at some of the large dairies can be make into ornamental wastbaskets by pasting cut-outs from wallpaper on them and then shellacking over the whole thing.

The small foil pie plates make attractive three dimensional pictures. Punch out holes round the rim about a fourth an inch apart with a paper punch and thread colored yarn through, tying a bow at the top. On the circle inside a picture may be pasted.

Commercial tea-tiles may be ordered through the school supply catalogue. Decals may be transferred onto them and then the whole thing shellacked. A picture hook is fastened in the back if a picture is desired.

Empty coffee cans enameled, a decal put on, a wooden bead glued to the top become cannisters.

Orange juice cans can be painted and become pencil holders.

Paperweight Portraits. One pound of plaster of paris mixed with enough water to make a soupy mixture will fill ten small gelatin molds. Fill molds half full. After about two hours tap the molds gently so contents will drop out. Paint the paperweights with tempera colors the next day. On the top paste the picture taken from a class photograph.

Christmas Stories

These stories may be read by the teacher:

Appendix

1. *If I Had Been Born in Bethlehem*--Joan Thomas
2. *The Animals Merry Christmas*--Jackson
3. *The Christmas Story*--Lorena Long
4. *The Little Reindeer*--Johanna De Witt
5. *Christ Child*--Maude and Miska Petersham
6. *Real Santa Claus*--M. Walters

Poems

"Little wishes on white wings
Little gifts--such tiny things,
Just one little heart that sings--
Makes a merry Christmas."
--Margaret Sangster

Christmas Joys
Christmas brings the cold and snow,
But we don't mind it--no, oh no!!
For with it comes the Christmas tree
Hung high with gifts for you and me.
--Unknown

What can I give Him,
Poor as I am,
If I were a shepherd
I would bring a lamb,
If I were a wise man
I would do my part,
Yet what can I give Him?
Give Him my heart
--Unknown

JANUARY

Suggested Units: The New Year
Winter
Wild Animals and Pets

Topic: Winter

Methods: Bulletin board with winter scenes and snowflakes made by the children.

Suggested Topics:

1. Where do some animals and birds go in the winter?
2. When do they come back to us?
3. How can we feed the birds that stay?
4. What happens to the plants in winter?
5. What makes snow;?

Activities: Make some simple bird feeders.

1. Take fine chicken wire, twist it into a cone, wedge some suet into it and fasten it to a tree.
2. The small foil pie tins with grain in them can be wired into branches or tacked into a tree limb.
3. Bird house (wren)
   Have the children bring the sawed off end of a tree limb to

school. Drill a large hole down through the top and some at the sides. Tack a piece of shingle for a top and fasten it to the tree by wires.

3D Effect with Cotton[1]

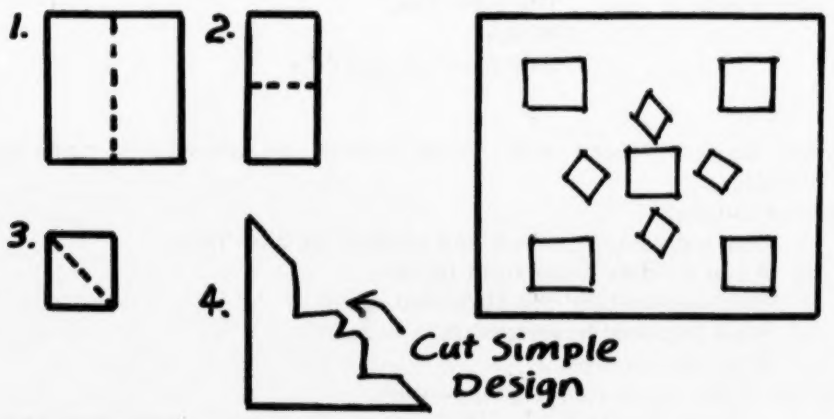
Cut and mount one or more cotton snowmen on a colored construction paper background.

Cotton batting will do, but jewelry-box cotton, that comes in layers, is better. Use scraps of colored paper for features and trim.

Children can add canes, pipes, scarves or broom. Whole picture may be covered with cellophane. Tape edges.

Cutting an 8-sided Snowflake: 2

Fold a square piece of typing paper in half twice, so that the edges come together each time. Then fold in half diagonally, with the edges meeting again. On the fold sides cut out shapes varying in size and outline, leaving a small space on the folds between the cutout parts. Then cut away parts of the open edges (which make the outside edges of the snowflake).



1"Creative Construction Ideas Primary Level, by Jennie Thomas, 3D Effect with Cotton," *The Instructor*, January, 1957. Copyrighted 1957 by F. A. Owne Publishing Co., (Reprinted by permission).

2Ibid.

Appendix

FEBRUARY

Topics: Lincoln's and Washington's birthdays and Valentine's Day

Valentine's Day

Methods: Lincoln's and Washington's pictures displayed on bulletin board.
A Valentine display in another part of the room.

Activities and Procedures:

1. Discuss boyhood of Lincoln and Washington and compare the two.
2. Bring out character traits that made these men famous.
3. Tell about Betsy Ross and her contribution to the flag.
4. Several flags can be made out of sheeting, color crayons, and a dowell rod, and used when the children salute the flag.
5. Read aloud, "George Washington" by Ingri and Edgar D'Aulaire.

MARCH

Suggested Topics: Good manners

Holiday: St. Patrick's Day

Topic: Good manners

Method: Oral discussion on what constitutes good manners.

1. Taking inventory of our behavior and trying to discover why we act as we do.
2. Practicing little courtesies in class such as excusing ourselves when we interrupt a conversation or walk between people who are conversing.
3. Practicing good manners in the hall by staying to the right, by not running or pushing.
4. Practicing good manners on the playground by being fair in games, waiting our turn, sharing playground equipment.
5. Practicing good manners in the cafeteria by waiting our turn in line, thanking those who serve us and using good manners while eating.

Activities: A good way to become conscious of good manners at the table is to serve a hot lunch in the room and invite our mothers, other teachers, or the principal.

Soup may be heated on a hot-plate, fruit jello made the day before and put in the refrigerator of the school cafeteria. Ice cream and milk can be brought over from the cafeteria on trays. The children can talk about good manners and practice good manners at the table for weeks before the unit culminates in the luncheon in the room.

APRIL

Theme: Coming of Spring

Holiday: Easter

Topic to be developed: Coming of Spring

Methods: Outdoor picture for discussion on bulletin board. Children bring signs of spring for bulletin board or to be put up in room--example, pussy-willow buds, the first crocus, a branch with buds on it.

The teacher may bring started bulbs of hyacinth, daffodils, or crocus which should bloom at this time. She can decorate the room with forsythia and spirea.

Window gardens can be made and seeds planted in them.

Discussions: 1. What makes the trees bud?
2. What baby animals do we see in the spring?
3. How do we start a garden?

Writing Activities: Copying poems from the board and illustrating them with color crayons or colored chalk:

Spring Signs
"What are the signs?
How can we tell
That spring is here
And all is well?
Look for the robin
The eggs in a nest,
When he sings the best."

Other Activities: Take a walk around the neighborhood looking for signs of spring: birds we haven't seen all winter, trees budding out, flowers coming up, the flowering fruit trees, warmth in the air.

Easter Aids:

Bunny Basket: Take a 5" square of colored construction paper. Fold it once, then again into a long strip. Now fold strip in half and then again in half. Open paper and cut on the fold one side of each corner square. Paste basket together with tabs or flaps on the inside.

Draw a bunny and three eggs. Color them as you wish. On one egg print "Happy Easter," on another your name, and on the third a pretty design.

Cut them out and paste to the four outer sides of basket. Make a handle to paste to the inside of your basket.

Humpty Dumpty Puzzle: On heavy white drawing paper draw around a large oval pattern to represent an egg. Next, decorate to represent Humpty Dumpty. (Teacher may have to help some draw a design to suggest Humpty Dumpty.) Cut out the egg and then cut into pieces of various sizes and shapes.

Exchange your Humpty Dumpty puzzle eggs with your nearest neighbor. At a given signal, start to put your puzzle together. The first one to "put Humpty Dumpty together again" wins.

Activities: Dye eggs the day before and have an egg hunt in the room or in a nearby park.

Oral Language: Discuss origin of Easter.

Written Language:

"When I came out to-day
I saw a bunny hop away."
"On Easter morning, when I woke
The sun was still in bed.
A bunny hopped across my lawn
With a basket on his head.
He hopped upon my window sill
And wrinkled up his nose
And when he'd gone I found three eggs
All blue and gold and rose."
--Author unknown.

MAY

Topics suggested: Safety re-taught in terms of coming summer activities.

Holidays: Mothers Day; May Day

Topic: Safety

1. Review our safety rules from last fall.
2. Talk about safety on the playground, around our homes, in school.
3. Discuss coming summer activities and how we can practice safety: bicycle safety, camping safety, swimming safety.
4. Review the safety rules on the street:
   a. Cross at corners and obey traffic signals.
   b. Obey safety patrols boys, janitors, police.
   c. Avoid jaywalking.
   d. Look both ways before crossing street.
   e. Do not hitch rides on trucks or cars.

Activities: Arrange talks on safety by the local fireman, school nurse, or physical education teacher.

Make up some safety slogans and mount them on a construction paper, illustrate them and put them on bulletin board.

Trip around school neighborhood to observe the school guard at work and talk to him.

Visit fire station.

Poems to be read aloud or copied on the board for use in a Safety Slogan Book:1

"We should look before we cross
So we will not suffer loss.
Look to the left and look to the right--
Are there any cars in sight?"

"Do not walk in front of swings,
They are very dangerous things.
Do be careful; watch your step
So you will still have some pep."

"Up and down the stairs we go
Running and jumping--Oh no!
We are not having a race,
If we run, we'll bump our face."

Holiday: Mother's Day

Methods: Discussion

1. Meaning of Mother's Day
2. Mother's contribution to our comfort, health and well-being
3. How we can show Mother our appreciation.

Activities: "Mother's Thank You Day"2

A party in the room for the Mothers. Two Greeters met the mothers at the door and seated them. Refreshments of cookies and iced tea were served by several others. (Cookies made from a mix the day before.)

A speaker thanked the mothers for coming and announced that the children had prepared a program for them. Each child had something to contribute. The children sang several of their favority songs, sometimes in a large group and sometimes in groups of four.

Some short poems about mothers were given.

A "Sing 'n Do" record was acted out.

The grand finale was given by the Rhythm Band. They wore red headbands which they had made and marched to the "Teddy Bear's Parade" while they played.

1By Valerie Budig--Montclair Elementary School, Denver, Colorado, Teacher, Mrs. Lois J. Carr.

2Magie, Helen, K., "Mother's Thank You Day." *The Instructor,* May 1958. Copyrighted 1958 by F. A. Owen Publishing Co.,; (Reprinted by Permission).

Everyone was relaxed. The mothers and the children had a wonderful time.

GAMES AND RHYTHMIC ACTIVITIES

I. Two Deep

Number of Players: 10-30
Space: Playground, playroom, gymnasium.
Formation: A single circle is joined, the players facing the center and standing arms length apart. A runner and chaser are chosen.

Procedure: The chaser tries to tag the runner, who tries to escape being tagged by running around the outside of the circle for a short distance and then stopping in from of a circle player, where he is safe from the chaser. The runner plus the one in front of whom he has taken refuge make the circle two persons deep at that point. The player at the rear therefore becomes the runner. If the runner is caught, he becomes the chaser, the chaser becomes the runner.

II. Balloon Race

Teams are formed of couples. Head couples of each team link inside arms and may not break apart. On a signal they bat at balloon forward around a chair or a person and then bat it back to the second couple on their team.

III. Dumb Spelling Bee

A spelling bee is held in which signs are substituted for vowels as follows: A--right hand raised; E--left hand raised; I--point to eye; O--point to mouth; U--point to another person. Players are divided into groups, with a captain for each. Captains ask any palyer of their group to spell a word, substituting the signs for the vowels. If the spelled word has a vowel, and the speller sounds a vowel he has to exchange places with his captain.

It may be necessary to begin using only one vowel sound until the children have mastered this, then add others one by one.

IV. Nosey[1]

A face is painted on the side of an orange crate or a similar board. The nose is a broom stick, 12 inches long, nailed on the board. The children stand 6 feet from the board. Each child has three trials to throw quoits on Nosey. At this, each successful throw counts a point. At the end of playing, the child with the highest score wins. Play quoits may be made from 1½ feet of rubber

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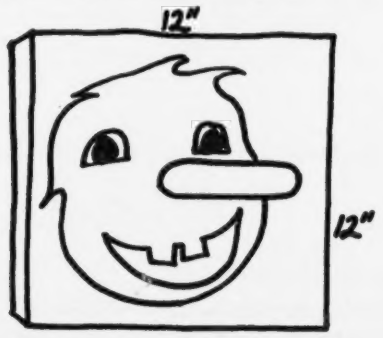
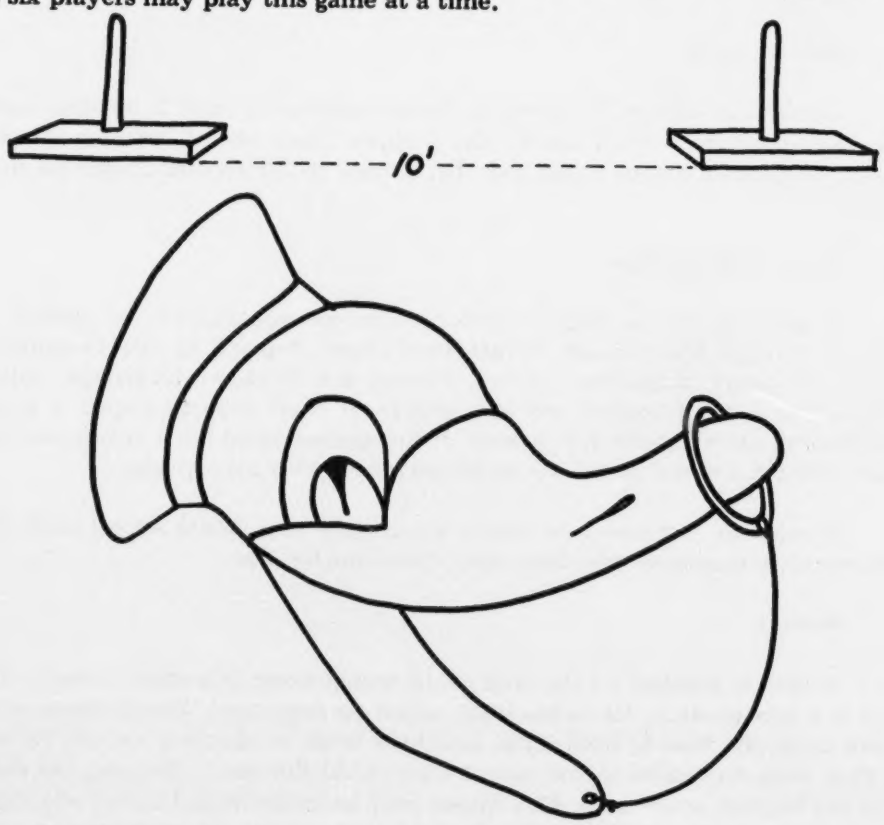
1 *Let's Be Happy, A Physical Education Program for the Elementary Schools of Oklahoma City, Okla.* Grades 5 and 6, 1954-55, p.57. (Used by permission from W. C. Haller, Director of Physical Education.)

tubing, with two ends bound together with tape.



V. Indoor Horseshoes 2

A broomstick handle 6 inches long is nailed to the middle of an orange crate top and used as stakes. Two stakes are needed to play the game. Rubber horseshoes or quoits are used for pitching. The quoit is made from 1½ feet of rubber tubing, with the two ends taped together. The stakes are placed 10 feet apart. The players stand at one stake and take turns pitching the horseshoes. They attempt to make ringers. Each ringer counts a score. At the end of the playing time, the child with the largest score wins the game. Two to six players may play this game at a time.



Cut from 3-ply plywood, sand and paint. Attach a 24-inch string to

2 Ibid. P. 56.

handle. Tie jar ring to string. Rules: Each child allowed five tries to get string with jar ring on bill. The child with the highest score wins.

VI. Follow the Leader

One child is chosen the leader. All the other students form a line behind him. As he walks, runs, skips, hops, or bends, the others follow doing the same as he does.

VII. Keep Away

Players form two sides. A large soft rubber ball is used. The object of the game is to keep the ball away from the other teams. A player cannot run with the ball, and the opposite team cannot tackle or knock the ball out of the opposite team's hands. The player cannot hold the ball more than 30 seconds without throwing it.

VIII. Tag

One player is "it." All others try not to be tagged. When a player is tagged, he becomes "it." Games can be squat, wood, or touch tag.

IX. Red Rover

The class is divided into two groups. The teams are to hold hands. The teams stand about twenty feet apart. One group calls-- "Red Rover, Red Rover, let---------- come over." The person called runs toward the other team trying to break through the line. If he cannot break the line, he stays on the opposing team's side. If he breaks through, he may take a member of the team back to his side. The side with the most members wins the game.

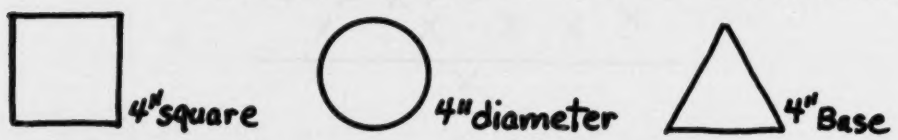
X. Dare Base

One person is "it." Two bases are set before the game starts. The other students run in a group from one base to the other trying not to be caught by the person who is "it." If the person who is "it" catches a runner, he pats him on the back and says "1 2 3 it." Now there are two people who are "it," and so on. The game continues until all but one has been caught, then he is the winner.

XI. Bean Bags

Bean bags should be made of heavy material such as denim or canvas. Bean bags may be of any shape and size.

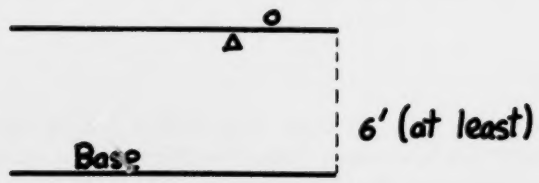
For the games below, the square, the circle, and the triangle are used.



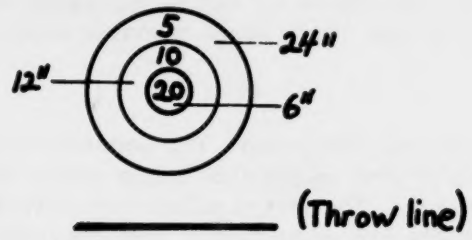
Cut the materials, allowing for seams. Stitch with machine and back stitch to prevent ripping. Leave a small opening to put in the corn, beans,

rice, small gravel, or sand. Stitch opening.

1. Three students play this game, each with a different shape bean bag. Draw a line on the floor with chalk. Students take turns tossing the bean bag at the line from behind the base. The first student to get eleven points wins the game.



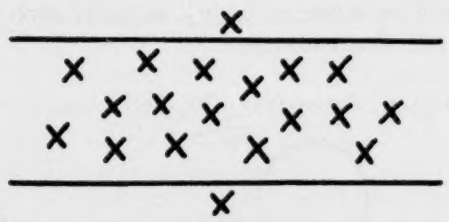
2. Draw bull's eye or dart board on cardboard or plyboard. Paint each circle a bright color. Each child gets three throws each turn. The first to reach the number declared upon at the start of the game wins.



XII. Dodgeball

Dodgeball may be played many ways. The rules for the game must be decided upon before the game begins. The game is played with a large soft rubber ball. The ball should never be thrown at another's head; keep the ball low.

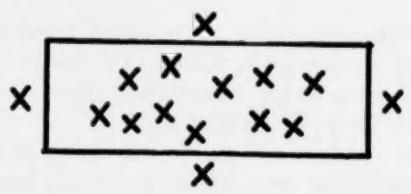
1. The two people are "it." One stands on each side of the group. The two who are "it" throw the ball back and forth trying to hit someone standing in the center. When a student is hit, he moves to the side of the thrower who hit him. The last person standing in the center is the winner.



2. Two are "it," others stand inside a circle which has been drawn on blacktop or ground. The throwers cannot see or get into the circle and the

players cannot get out until they are hit. When they are hit, they may take a place on the outside of the circle and throw the ball if it comes toward them. The last one standing in the center wins the game.

3. Four players are "it." One standing on each side of a square that has been drawn on the ground. The players who are ' it" throw the ball trying to hit a player in the center. The players join the person who hit him on the outside of the square. The person with the most on his side wins the game.



XIII. Relays

There are many kinds of relays. Below are only a few, and the students may make many of their own.

Divide the class into teams. Set a starting line and a base. Decide on the rules before the game begins: such as wait for the starting signal, to the base and back, if a mistake is made,go back to the starting line and begin again.

1. Running relay. The leader of each team carries a small object of some kind, such as a ball, a small length of hose, or handkerchief. He runs to the base and back, gives the object to the second runner, and goes to the end of the line. The second runner does the same. Each player has a chance. The team that works back to starting position first wins.

2. Hop relays. Rules are the same for this as for running relays, only the players hop on one foot to the base and back. They do not carry an object.

3. Baby Step Relay. Same rules as running relay. The players must take baby steps instead of running.

4. Bounce the Ball Relay. The players bounce a large rubber ball to the base and back.

5. Over Under Relay. The players use a large rubber ball. The first player hands the ball over his head to the player behind him. He then hands the ball to the third player by passing it between his legs to the fourth player. The game continues over and under until the ball is back at starting position.

XIV. Rope Jumping

One manner of developing skill in rope jumping is the swinging of the rope back and forth slowly like a pendulum without turning it but gradually raising it while the jumper jumps to the following rhyme:

"Old Man Daisy
He went crazy
Up the ladder,
Down the ladder,
Went Old Man Daisy."

There are many traditional rhymes for jumping rope which most children know.

Some of these are:

1. Chickety, chickety, chop. How many times before I stop?
2. Lady, Lady, at the gate, eating cherries from a plate; How many cherries did she partake? One, two, three, four, five!
3. H O T Spells Red Hot Pepper.
4. Mary, Mary, with a curl, will you jump as my best girl? Slow at first now that's the way, on we go to the break of day.
5. One, Two buckle my shoe. Jump a turning rope for every other word. Work out pantomime while jumping.
   1-2 Buckle my shoe.
   3-4 Shut the door.
   5-6 Pick up sticks.
   7-8 Lay them straight.
   9-10 Big fat hen.
   11-12 Ring the bell.
   13-14 Maids a courting.
   15-16 Girls a fixing.
   17-18 Boys a waiting.
   19-20 That's a plenty.
6. Teddy Bear, Teddy Bear, turn around
   Teddy Bear, Teddy Bear, touch the ground.
   Teddy Bear, Teddy Bear, buckle your shoe.
   Teddy Bear, Teddy Bear, you'd better skiddo.
   Teddy Bear, Teddy Bear, go upstairs.
   Teddy Bear, Teddy Bear, say your prayers.
   Teddy Bear, Teddy Bear, switch off the light.
   Teddy Bear, Teddy Bear, say good night.

JINGLES FOR ROPE JUMPING*

Spanish dancer, do the split
Spanish dancer, give a high kick,
Spanish dancer, turn around
Spanish dancer, get out of town. (Runs out)

Teddy Bear, Teddy Bear, turn around,
Teddy Bear, Teddy Bear, touch the ground,

Teddy Bear, Teddy Bear, say your prayers,
Teddy Bear, Teddy Bear, climb the stairs,
Teddy Bear, Teddy Bear, show your shoes,
Teddy Bear, Teddy Bear, now skiddoo.

One, two, button my shoe,
Three, four, shut the door,
Five, six, pick up sticks,
Seven, eight, lay them straight
Nine, ten, the big fat hen. (Steps out)

Cinderella dressed in green,
Went up town to eat ice cream,
How many bowls did she eat?
1 2 3 4 5 6 7 8 9 10 - - - - -

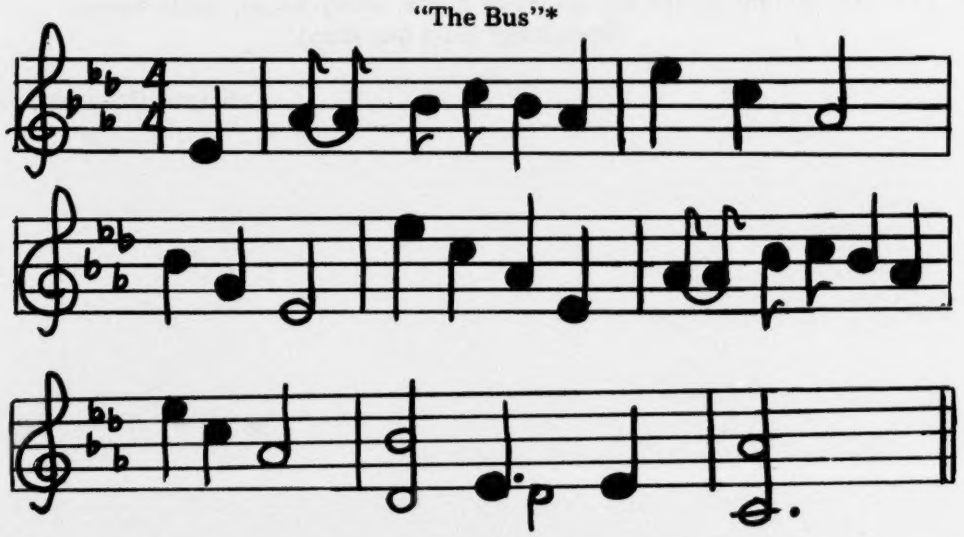
Cinderella dressed in black,
Went upstairs and sat on a tack,
How many tacks did she sit on?
1 2 3 4 5 6 7 8 9 10 - - - - -

Cinderella dressed in yellow,
Went upstairs to kiss her fellow,
How many kisses did she get?
1 2 3 4 5 6 7 8 9 10 - - - - -

Ice Cream Soda
Delaware Punch
Tell me the initials of your honey bunch.
(Say the alphabet--the letter you misson is the first name initial. Run in the back door for the initial of the last name.)

Down by the river,
Down by the sea,
Johnnie broke a milk bottle,
And blamed it on me.
I told ma. Ma told pa.
Johnnie got a licking, ha ha ha.
(Jump till you miss.)

"The Bus"*



1. **The people on the bus, they all get on, all get on, all get on.**
   (Make motion of getting on)
2. **The money in the box goes ding, ding, ding, - ding, ding, ding, - ding, ding, ding.**
   (Drop money in box)

3. The driver of the bus says, "Move on back," "Move on back," "Move on back,"
(Put hands to mouth, and wave with hands, or point with finger)
4. The people on the bus they all sit down, all sit down, all sit down.
(Find a seat)
5. The wheels on the bus go round and round, round and round, round and round.
(Turn hands around each other)
6. The people on the bus go up and down, up and down, up and down.
(Go up and down)
7. The horn on the bus goes toot, toot, toot,- toot, toot, toot, - toot, toot, toot.
(Hands to mouth and go like horn)
8. The wiper on the glass goes swish, swish, swish,- swish, swish, swish,- swish, swish, swish.
(Swing hands back and forth like a wiper)
9. The windows on the bus go up and down, up and down, up and down.
(Raise window up and donw)
10. The cord on the bus says "Oh please stop, "Oh, please stop, "Oh, please stop"
(Raise up one hand and pull cord)
11. The driver on the bus says "Watch your step," "Watch your step," "Watch your step."
(All start off the bus)
12. The people on the bus they all get off, they all get off, they all get off.
(All get off the bus)
13. The driver of the bus will drive away, drive away, drive away.
(Wave at driver)
14. The people on the bus go safely home, safely home, safely home.
(Walk away from bus stop)

Rogers Gray Stevens

Appendix

"LOOBY LOU"*

Chorus
Here we come, Loo - by Loo, Here we come, Loo - by Light;
Here we come, Loo - by Loo, All on a Sat - ur- day night.
Put your right foot in, Put your right foot out;
D.C.
Give your foot a shake, shake, shake, And turn your - self a - bout, -Oh

At the beginning of the game, all join hands in a circle and skip around, singing.

ACTION: (1) Circle stops; hands are loosed. (2) Put right foot forward into circle, toe touching floor. (3) Put right foot backward outside circle, toe touching floor. Shake right foot vigorously. (4) Turn completely around, right arm leading.

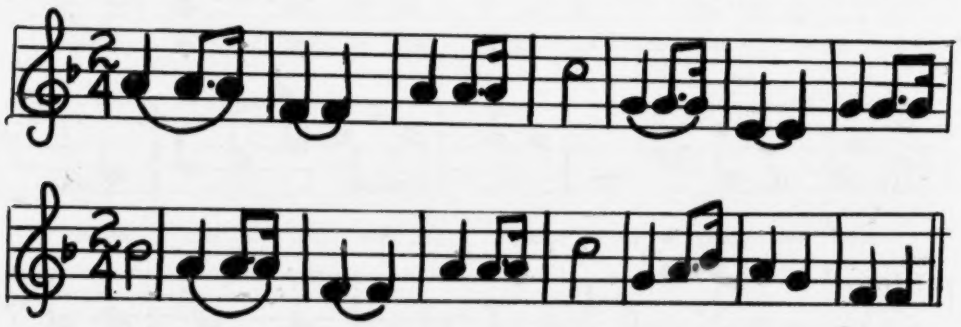
Hands are joined again and the circle moves to the left on the chorus, between each verse.

2. Put your left foot in, etc.
3. Put your right hand in, etc.
4. Put your left hand in, etc.
5. Put your head 'way in, etc.
6. Put your whole self in, etc.

"SKIP TO MY LOU"*

New Music Horizons(2)
American Singer (2) p.166
Let's Be Happy, p40

Folk Song sung in Tennessee



Play this circle game with partners. One boy stands in the center without a partner. The boys start singing any verse and skipping around the inside of the circle. The group sings with him, clapping while he skips.

He steals a girl from some partner who is not watching. He skips back to place with his partner.

The entire group skips around the circle on the chorus.

The boy without a partner now starts singing and skipping, and the game is repeated.

Verse 1.

Fly in the buttermilk, Shoo, fly, shoo!
Fly in the buttermilk, shoo, fly, shoo!
Fly in the buttermilk, shoo, fly, shoo!
Skip to my Lou my darling.
Lou, Lou, skip to my Lou, Lou, Lou, skip to my Lou!
Lou, Lou, skip to my Lou, Skip to my Lou, my darling.

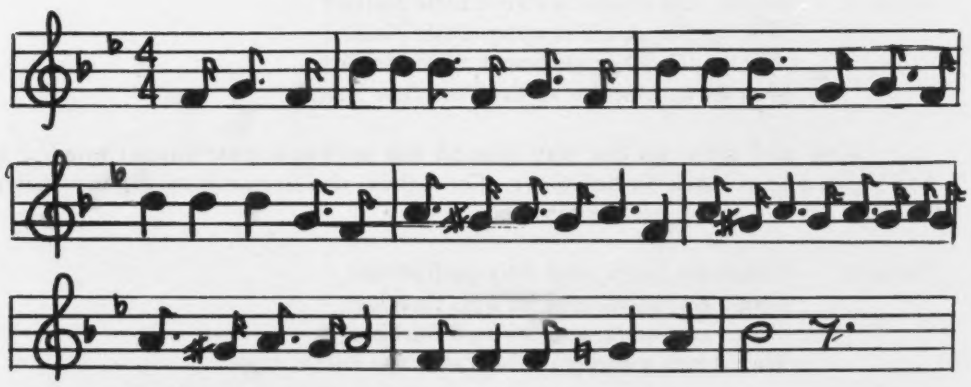
2. Going to Texas, two by two
3. Lost my partner, what'll I do?
4. I'll get another, prettier than you.
5. Cant't get a red bird, a blue bird'll do.
6. Chickens in the haystack, two by two.
7. Pig's in the fence and can't get through.
8. Hurry up, slow poke, do and do.
9. Skip a little faster, this'll never do.
10. Little red wagon, painted blue.
11. Back from Texas, how do you do?

Additional Verses

1. I've lost my girl, now what'll I do?

2. I'll get another, a better one too.
3. Cat's in the buttermilk, skip to my Lou--
4. Flies in the sugarbowl, shoo, fly, shoo--
5. Little red wagon, painted blue--
6. Needle in the haystack, two by two--
7. Pickles are sour, and so are you--
8. Pa's get a shotgun, Number 32--
9. Hurry up slowpole, do oh, do--
10. Mule's in the cellar, kicking up through--
11. Dad's old hat got tore in two--
12. My girl wears a number nine shoe--
13. Purty as a red-bird, purtier too--
14. Sugar is sweet and so are you--
15. When I go courting, I take two--
16. Gone again, no what'll I do--
17. I'll get another one sweeter than you--
18. Had a little cart and a pony too--
19. Ma's old hat and Pa's old shoe--
20. If you don't have a necktie, a shoestring'll do--
21. Stand there big fool, don't know what t' do--
22. Bears in the rose-bush, boo-boo-boo--
23. He's got big feet and awkward, too--
24. Kitten in the haymow, mew, mew, mew--
25. Rat's in the creamcrock, skim him thru--
26. Had a white horse and a cutter, too--
27. That feller wears a number 10 shoe--
28. I'll get her back in spite of you--
29. We'll keep it up 'til half past two--etc.

"HOKEY POKEY"*



All form a circle and sing:

You put your right foot in
You put your right foot out
You put your right foot in
And you shake it all about
You do the Hokey Pokey--
And you turn yourself around
That's what it's all about.

Other verses:

Left Foot
Right Arm
Left Arm
Right Elbow
Left Elbow
Head
Right Hip
Left Hip
Whole Self

"PAW PAW PATCH" [3]

Verse 1. Where, Oh where is sweet little Nellie?
Where, Oh where is sweet little Nellie?
Where, Oh where is sweet little Nellie?
Way down yonder in the Paw Paw Patch.

First girl skips all the way around the set (paw paw patch) moving to her right, and returns to her place. The others shade eyes looking for "Little Nellie," or clap hands to the rhythm.

Verse 2. Come on, boys, and let's go find her,
Come on, boys, and let's go find her,
Come on, boys, and let's go find her,
Way down yonder in the Paw Paw Patch.

With the first man as leader, all the boys go to the right around the set, and return to place. They sing as they go, emphasizing the words, "come on boys"; the men beckon each other on with a full sweep of the left arm each time they sing these words. They follow the girl who skips around again.

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3 *Let's Be Happy, A Physical Education Program for the Elementary Schools of Oklahoma, City, Oklahoma.* **Grades 3 and 4, 1954-55. (Used by permission from W. C. Haller, Director of Physical Education).**

Verse 3. **Pickin' up paw paws puttin' 'em in your pocket,**
Pickin' up paw paws puttin' 'em in your pocket,
Pickin' up paw paws puttin' 'em in your pocket,
Way down yonder in the Paw Paw Patch.

All swing their inside-joined hands forward as they lean over to pick up the paw paws. Transfer the paw paws to the other hand, and place it in the pocket on that side with a slap on the "pocket". All couples follow the head couple. The head couple leads around to their right to place. On the line, the head couple joins both hands and slides down the center of the set to become the last couple. Continue repeating the dance for each new "head couple."

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